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Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

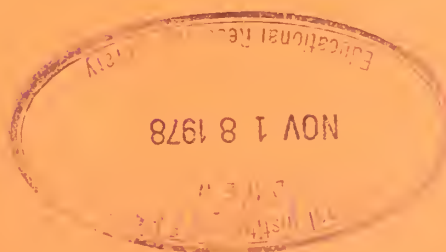
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SUMMER PROGRAM IN MUSIC AND ART FOR DISADVANTAGED
PUPILS IN THE PUBLIC AND NON-PUBLIC SCHOOLS

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Research Director

REFERENCE

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We wish to thank all the people in the schools and at the Board of Education, who cooperated to the fullest extent in making available records, files, provisions for classroom visits, and other services without which this evaluation could not have taken place. Special thanks go to Dr. M. Meiselman and his staff.

Assisting in the writing of this report was Mrs. Ines T. Sala who also served as co-editor. Other writers included Mr. George Merritt, Mr. Joseph Deley, Dr. John Lidstone, and Mr. Abraham Silverman.

While many people contributed to the building of this evaluation report, the responsibility for the interpretation of the data is my own.

C. R. S.

INTRODUCTION

The Summer Music and Art Program, sponsored by the Board of Education of the City of New York, under a Title I federal grant, began on July 1, 1966 and extended for a period of six weeks, to August 12, 1966. The program admitted children from both public and non-public schools in economically depressed areas of the city.

The Summer Music and Art Program was conducted within the classrooms of the New York City Public Schools and was taught by teachers holding licenses from the Board of Education of the City of New York. An average of 4,250 students of grades 1 through 6 attended classes daily to participate in the program. All children registered for the program participated in both areas of the arts; i.e., $1\frac{1}{2}$ hours of art and $1\frac{1}{2}$ hours of music. Classes were held from Monday to Friday.

All teachers taught two sections: (1) a group of children in grades one to three and, (2) a group of children in grades four to six. While one group was attending an art class, the second group was attending music and then the classes were exchanged.

CRITERIA FOR SELECTION

Basis for the selection of children was determined by ability to read at grade level and their interest for the program. These two facts indicated that these children were unique. The program failed to accept a number of children who could have benefitted by a program of this order. The children in the program were thus students who were achievers, if only to the degree of being at least average readers, and not those children who are defeated by school failures. While many of the teachers and principals felt that

reading at grade level was most important and approximately equal number felt that this would have been an excellent opportunity to give the "non-readers" a feeling of ability and worth and, perhaps, could have been the spur necessary for better school motivation and appreciation -- a feeling that they, too, can do something or know something.

The other point of "uniqueness" of those attending, i.e., volunteers, would indicate, and this, too, was supported by teacher and principal statements, that these children come from academically oriented and upward-mobility families -- families which are interested in having their children learn of the arts or merely in having their children experience and "learn" that which is available to them.

It was interesting to note that many parents asked the interviewer why their children could not participate in an integrated summer program somewhat similar in nature to the program given children in classes for the intellectually gifted although not specifically designated as such. That many of these children travelled considerable distances to attend the Centers attest to family interest.

From the point of view of one observer, the average child in the Summer Program visited, was a bright, well-dressed, pleasantly spoken, well-behaved youngster from a public school, on the surface more typical of the child from a middle-class neighborhood than a culturally disadvantaged one.

These children did not strike the observers as being the "hard-core" disadvantaged group they had presupposed the program would try to reach.

ATTENDANCE

It is unfortunate that the number of non-public school children in attendance was relatively small. Several reasons were cited by the school principals for this small number of non-public school children: (1) poor articulation between (a) Board of Education and public school principals, (b) Board of Education and non-public school principals, (c) public school principals and non-public school principals, (d) public school principals and parents; (2) Board of Education directive EP22 reached the non-public schools only a few days before they were to close; (3) the program did not receive sufficient publicity. Some principals rather than expand their program and request additional teaching positions, simply closed registration, thus, reducing the number of public and non-public school children in the program. Other factors also contributed to a small number of non-public participants. Many parents of non-public school children had a poor image of the public schools designated for this program: they feared that their children would not be safe in given neighborhoods. In short, there was a general reluctance to send their children into what they considered alien surroundings and educational situations.

The orthodox views of some groups were responsible for their lack of participation in the Summer Program. These parents did not object to a summer enrichment program as such, but wanted their children to be isolated from other groups, especially those of low income and different ethnic and denominative background. In this respect late notice was only marginally significant and the Board of Education should not be held responsible for this group's non-participation.

In many respects, even though there was late notice and confusion, a small number of principals succeeded in enrolling a considerable number of non-public and public school children from the area they were assigned. These principals aggressively contacted their colleagues in the non-public schools, explained the merits of the program, and aided in the administrative details involving enrollment and registration. In addition, they personally sold the program to the parents of the children in their respective districts.

EVALUATION PROCEDURES

In the broad sense we were concerned with the adequacy of all of the factors that go into an enrichment program. However, because this first evaluation was limited by the amount of funds and time made available, it was decided to focus our attention on a few significant variables as described as objectives in the original Title I proposal: The Summer Program for Music and Art for Disadvantaged Pupils in the Public and Non-Public Schools. The objectives for the music program and the art program are listed below.

The Music Program

The main objectives of the music program will be to provide the pupils with such experiences as singing, moving to music, playing classroom instruments, listening to recorded music and creating music. Children with talent who show interest in furthering their musical ambitions will be permitted to study an instrument in an orchestral program or to participate in choral singing. A second objective is to identify the musically talented. A third objective would be to broaden the cultural background of the pupils by means of trips to musical events occurring in the city. The major outcome can be summed up in these terms: to equip children with knowledge, skills and appreciations that will better enable them to take advantage of the rich cultural resources of our city.

The Art Program

The first objective of the art program is to encourage familiarity with various art forms and materials. These will include painting, drawing, crafts, yarns and trimmings,

puppetry, modeling, and other media. These activities will be conducted on an individual basis to help explore the children's feelings and to develop a better self-image through increased self-confidence. The second objective will be to assist the pupils to compensate for past failures in art, in self-expression and in academic achievement by means of improved appreciation of live form and color and increased ability in solving problems in the art field. A third objective is to teach the pupil to value and respect balance, order and individual differences by means of improved visual perception, spatial orientation and appreciation for details in the external world.

It was determined that a major aid in evaluating the program would be:

- (1) questionnaire to all participating teachers and their respective principals;
- (2) special observation teams composed of professionals in music and art to observe classes in twelve schools distributed through the five boroughs, (a) interviewing teachers, (b) supervisors, (c) principals, and (d) children (these schools were judged to be representative schools by Dr. M. Meiselman and supervisory staff at the Board of Education, and were not considered to be in any sense atypical);
- (3) structured interview of parents in representative schools to determine parental attitudes.

The program was contained within 87 schools within the five boroughs.

<u>Borough</u>	<u>No. of Schools</u>	<u>No. of Teachers</u>	
		<u>Art</u>	<u>Music</u>
Bronx	18	20	20
Brooklyn	32	41	41
Manhattan	20	24	24
Queens	15	18	18
Richmond	<u>2</u>	<u>5</u>	<u>5</u>
TOTAL. . .	87	108	108

A total of 303 questionnaires were mailed to the participating school principals for distribution to their teachers. A total of 220 responses were received; ten of these were received too late to be included in the descriptive analysis; thus, a total N=210 was used. In effect, this

portion of the evaluation of the program is based on teacher-principal judgment. The respondents were asked to be as candid as possible in their judgments. The teachers and principals were assured that their individual responses would be held in confidence, therefore, no names of teachers or principals, public school numbers or location is available to anyone outside of the evaluating agency.

TEACHERS

As an evaluation team we must make the same statements that so many of our colleagues have made before us. In both programs it was found that where there was a good teacher there was a good program.

In most instances this summer, teachers were doing a conscientious job with their classes despite very limited art, or specific instrumental/vocal specialties. However, when their classes were observed in relation to those conducted by professionals in their respective specialties, it was quite apparent that they were woefully lacking in depth and quality.

BACKGROUND

The proposal indicated that "skilled teaching" would be provided for the program. Teacher responses indicate that this was not fulfilled. Forty-five percent of the music teachers and fifty-two percent of the art teachers responding had been teaching music or art three years or less (one music teacher and five art teachers had less than one year of experience in teaching art or music). (See Table 1)

Table 1

Years of Teaching Experience in Art or Music
of those Responding to Specific Question

<u>Years</u>	<u>Music (N=71)</u>	<u>Art (N=70)</u>
00-03	45%	53%
04-10	32%	39%
11-20	14%	6%
21-30	9%	1%
31-40	0%	1%

41% of the music teachers and 49% of the art teachers did not indicate any teaching experience beyond the teaching of music or art. The remaining teachers indicated that they had been teaching other areas for some time. (See Tables 2 and 3)

Table 2

Years of Teaching Experience in Fields
Other than Music or Art

<u>Years</u>	<u>Teaching Music (N=41)</u>	<u>Teaching Art (N=36)</u>
00-03	54%	39%
04-10	34%	44%
11-20	10%	14%
21-30	2%	3%

*

Table 3

Areas of Experience Other than Music or Art

<u>Subject</u>	<u>Teaching Music (N=77)</u>	<u>Teaching Art (N=82)</u>
Math	1%	1%
Language Art/ English	5%	2%
Social Studies	1%	1%
Common Branch	41%	48%
Science	1%	1%
Commercial Art	0%	1%

*Of the 77 teachers who indicated their major was in other fields, but who were teaching in music/art, breakdown is given of their teaching experience.

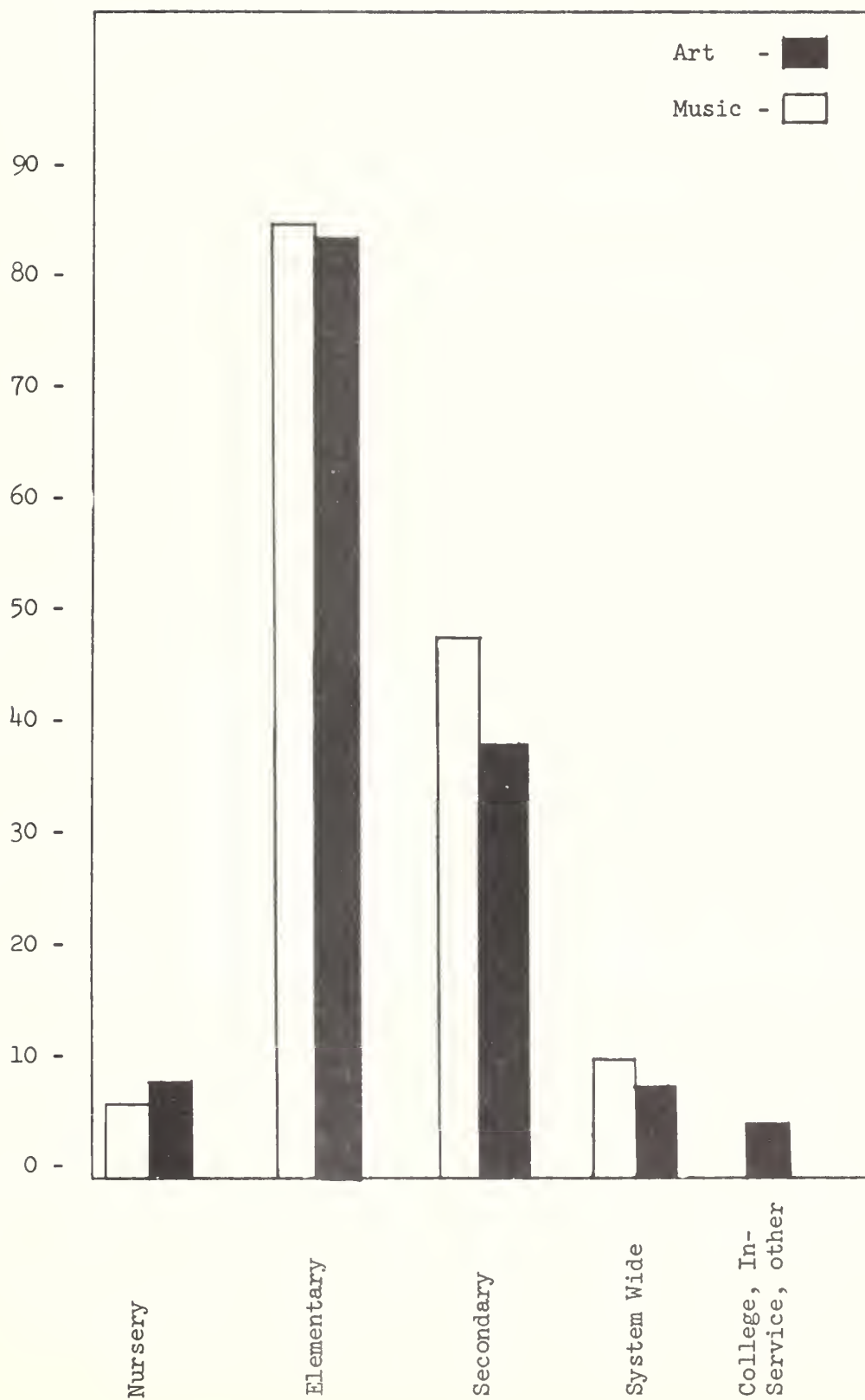
Thus, our findings, based on teacher responses indicate that a great proportion of teachers had little and in three cases less than one year of teaching experience. It is to be noted that the principals felt that the selection of inexperienced teachers was caused by the lateness of program organization -- the more experienced teachers had, for the most part, made other commitments.

51% of the 77 music teacher population held licenses qualifying them as music teachers; of these 31% were experienced in teaching music to children of grades one to six. The remaining 20% were experienced teachers at the junior and senior high school, college (1) and supervisory (1) levels. The remaining 49% of the total number of teachers held common branch, junior high, or senior high school licenses - these last in given subject matter. (See Fig. 1 and 2)

46% of the 82 art teachers held licenses qualifying them to teach art; 21% of these were teachers experienced in teaching grades one to six; 25% were experienced in the teaching of art in the junior or senior high schools. The remaining 54% held common branch, junior or senior high school licenses - these last in specific subject areas. (See Fig. 1 and 2)

Two of the major objectives of the program: experimentation and freedom to develop an individual style, were stifled by new, or inexperienced teachers. These teachers indicated, in their responses to the questionnaire, that greater structure and more explicit directives were necessary for the proper conduct of the program. Perhaps, what was needed was greater articulation between these teachers, their school principals, and their supervisors. We have stated elsewhere that there was sufficient structure at the organizational level. In these cases there was evidently a greater need for more articulation and instructional leadership at the local level.

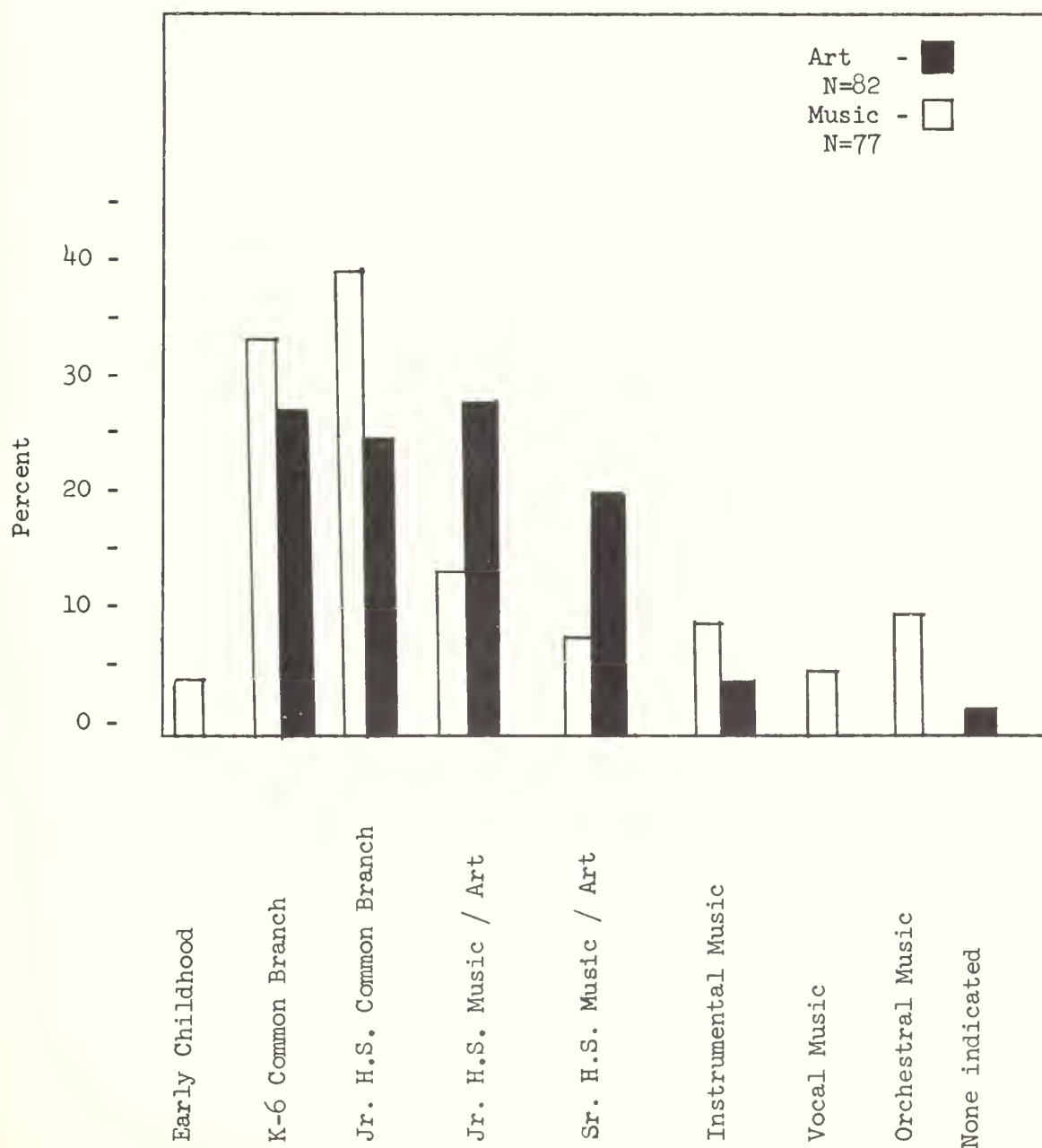
Figure 1
Level of Experience



In addition, it was difficult to assess the abilities of those teachers who were experienced to teach junior high or senior high school students. It would appear that some of these teachers would have difficulty in communicating with the young children in the program.

Figure 2

Teacher License Designation



All music teachers and 89% of the art teachers indicated that they were actively participating in music and / or art outside their regular classroom duties. (See Fig. 3 and 4) Seventeen music teachers, two art teachers, and one principal indicated that they had composed music of their own; eighteen art teachers and one principal had exhibited work professionally. It was also found that several art teachers played instruments professionally and that several music teachers did professional art work.

Figure 3

Active Participation in Music

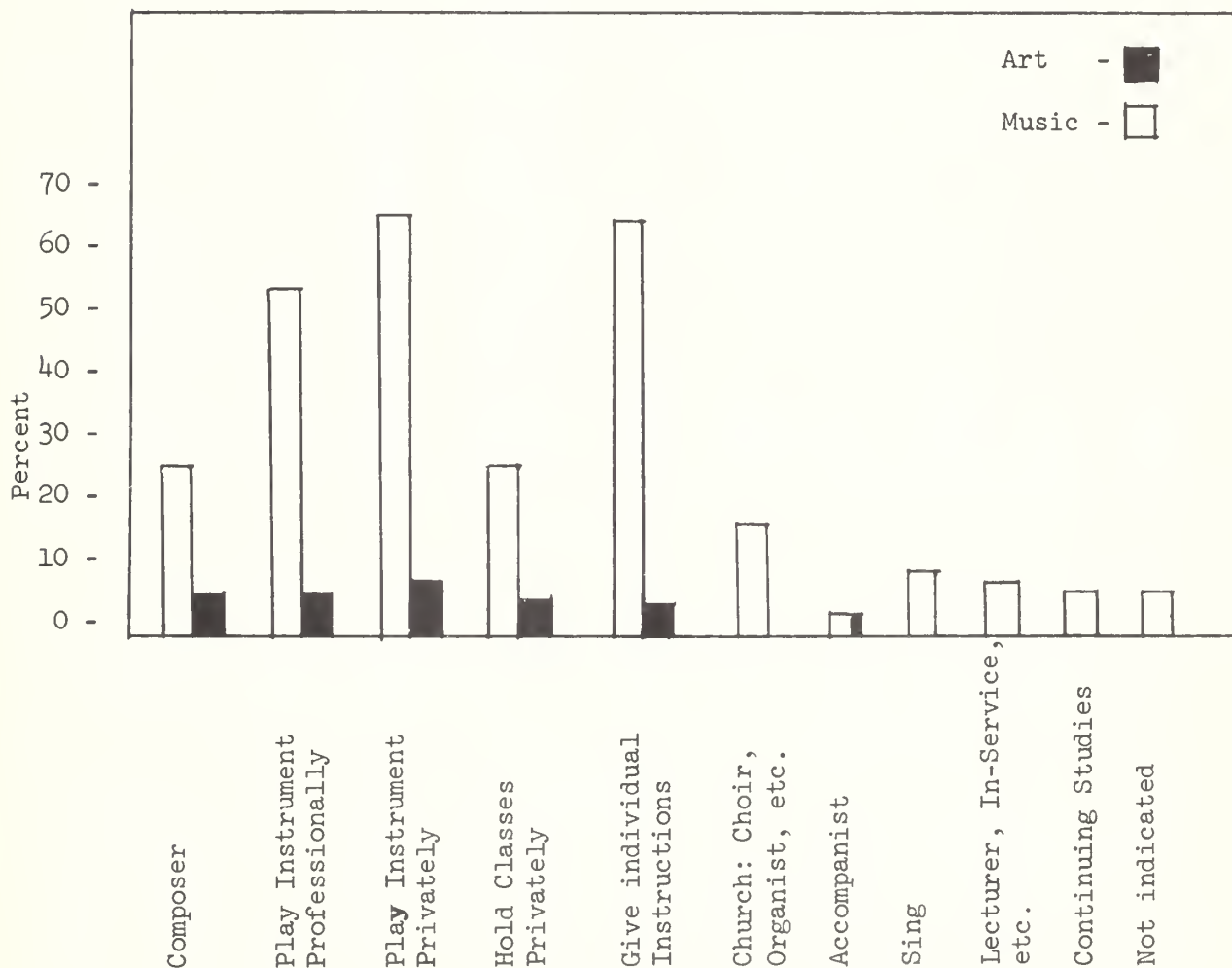
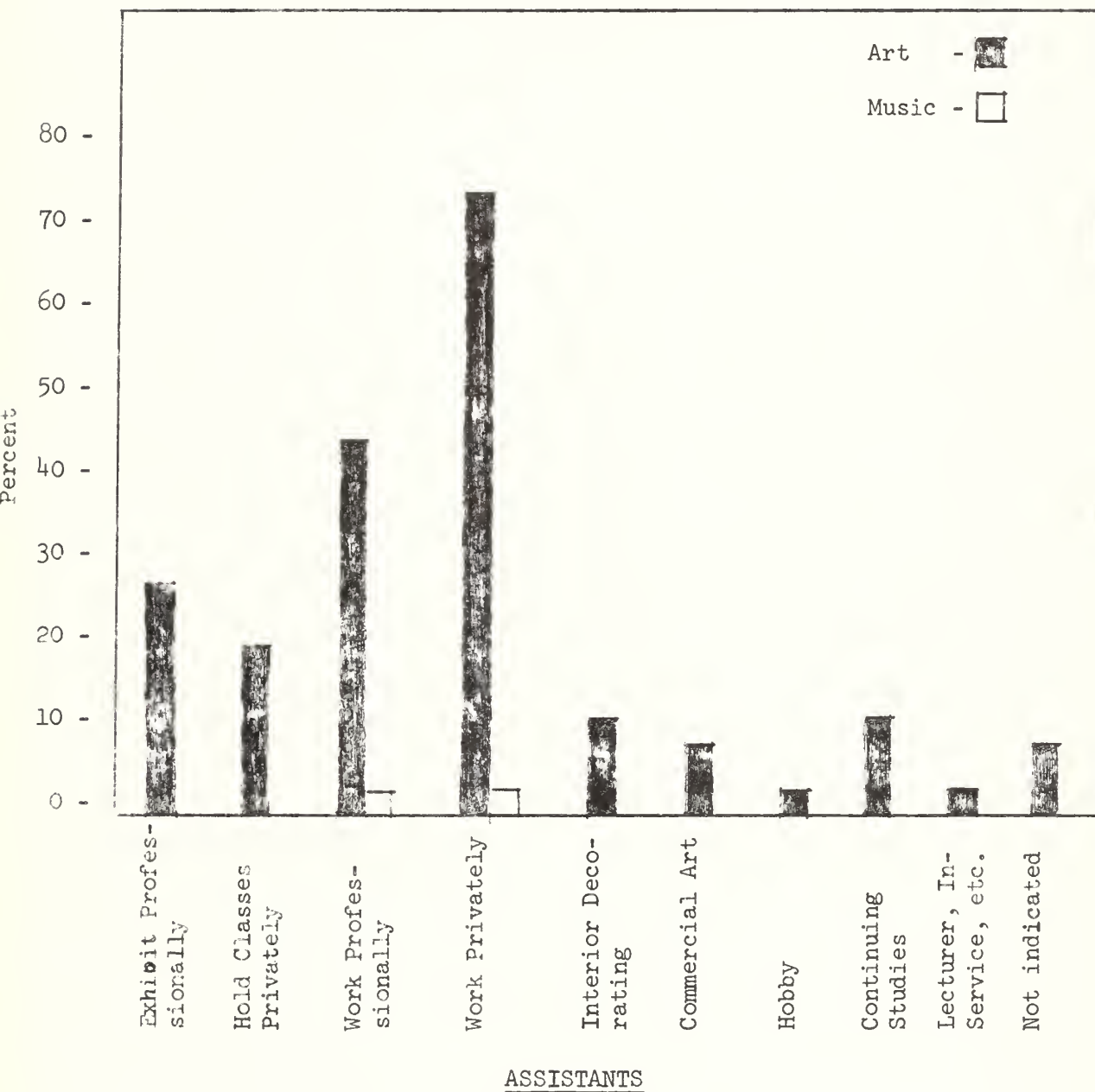


Figure 4
Active Participation in Art



The inclusion of assistants in the summer program proved generally successful. These assistants, however, might have proved even more effective had they been allowed to contribute positively in the classroom, rather than be relegated to secretarial duties.

Many assistants were highly effective, taking over in instructional areas when qualified, thus permitting the teacher to provide individual instruction.

The exact role of the assistant needs amplification and redefinition for future programs.

PRINCIPALS

While many of the principals were working in somewhat "foreign" territory, in terms of geography, their general efficiency seemed remarkably high. All the principals seemed to have a good grip on the situation in their Centers, though many seemed under intense pressures because of an inadequate clerical staff, and, until late in the program, the absence of school aides.

As supervisors of a multi-purpose program dominated by remedial reading, and complicated by the presence of Operation Head Start, and other similar activities in their buildings, they seem to have been effective. By and large, however, the schools were run in strict accordance with official program directives and no effort seemed to have been made to take advantage of the unique possibilities of the summer situation especially with regard to local building needs: efficiency was the keynote, not experimentation or breadth.

SUPERVISORS

Generally speaking the evaluation teams found the supervisors they interviewed to be enthusiastic, most supportive of the teachers they supervised, and they appeared to have good rapport with both principals and teachers. In a few cases, however, some teachers indicated that they needed help but were disappointed in not receiving it. Several teachers indicated that the secondary education background of some supervisors limited the quality of the assistance they did receive.

Their suggestions concerning the operation of the program were most interesting. They intimated that what was most sorely needed was: a better priority for choosing teachers; more presession time to think about the program and get it organized, and a reasonable number of workshop sessions to acquaint the summer staff with appropriate techniques for working with disadvantaged elementary school children; a day or two in which the staff could set up for classes before the children arrived; more effort to get art and music education majors into the program as aides; an expansion of the program to eight weeks; inclusion in the program of children below reading level; and some examination of the feasibility of linking art and music for every child.

PHYSICAL FACILITIES

It is unfortunate that so many of the classrooms used for the Summer Music and Art Program were found to be less than satisfactory by the teachers. Those participants who were in the new buildings were generous in their ratings of room attractiveness, appropriateness of equipment, classroom furniture, adequate storage space, etc., whereas a greater number of teachers found the rooms assigned to them less than attractive because of dirty floors, cartons with regular teacher's materials laying on floors around the room, dirty windows, broken window panes with panes either missing or held together with brown tape, dirty or torn shades. Many of these schools also had inappropriate desks and chairs as they were nailed to the floors; desks or chairs which were too large or too small for the children (it must be remembered that a classroom housed children from 1st to 6th grades inclusive). Music rooms either had no piano, or had a piano which faced a wall so that the teacher's back was to the children, or had a piano in the back of the room - only a small number of teachers could move these pianos to appropriate positions. Many pianos were in need of tuning.

A number of the art teachers encountered difficulties because they did not have a sink in the room and pails of water had to be carried considerable distances for use in the classroom.

None of the teachers complained about the lighting. They all found their rooms well lit, either electrically or by sunshine. In fact, a number of the teachers felt that it would have been more comfortable for the children if they had been assigned to rooms which did not have direct sunlight as this made the rooms very hot. In many instances complaints about too much sunlight were accompanied by explanations of torn window shades.

The teachers were most critical of the availability of storage space for instruments, materials, supplies, etc. On a 4.0 scale, music teachers rated the adequacy of storage space mean= 2.11 which was merely adequate. Art teachers, because of their greater need for storing of materials, works in progress, etc. had a mean rating of 1.80, i.e., less than adequate. These figures, too, are inflated by the ratings of those teachers which occupied the newer buildings or who were fortunate enough in having been assigned a room used by a regular school year teacher who had wanted to cooperate with the summer program teachers by clearing her room and leaving her closets open and empty. Unfortunately, this last did not occur often enough and the summer teachers had considerable difficulties in finding places for storage.

As far as can be noted these findings are corroborated with the reports of the music and art observation teams.

MATERIALS AND EQUIPMENT

Music

The music evaluation team found a considerable variation in the quality and quantity of materials and equipment in the schools visited.

Often classrooms were found with no piano or record players. When pianos were available most often than not they were out of tune. In some instances where a piano was available the structure of the classroom did not permit the teacher to move the piano to where she would not have her back to the classroom, this occurred in those schools where desks and chairs are nailed to the floor.

Where the auditorium was used for music, it was found impractical for the children, i.e., in note taking or instrument playing.

Some schools appeared to have only those materials and equipment afforded by the school during its normal school year, with little or no equipment supplied (on time) for use in the summer program. On the other hand, it should be noted, some schools were very well supplied with both materials and equipment. Part of this problem was administrative, part logistical.

Because of the late arrival of promised supplies there was a considerable loss of interest on the part of students and demoralization on the part of teachers and principals.

The actual distribution of musical instruments was somewhat curious. Some schools were allocated relatively large numbers of just one instrument. A number of schools, for instance, received 25 new, high quality trumpets and no other orchestral instruments. In other schools, only violins were supplied (with no extra strings), and these to very unqualified music teachers, in terms of string instruction.

In some instances the selection of the instruments received, especially trumpets, were found by teachers to be very uncomfortable for some children; parents also complained of this. If the schools had received a variety of instruments this would not have occurred.

Art

The art evaluation team indicated that the supplies for the program were excellent, but here too, there were problems in delivery.

Every school complained of non-delivery of certain supplies and equipment. Cartons had not been clearly marked and some supplies had disappeared because of this - in some cases principals had inadvertently let other instructional areas share in the supplies.

Those schools which had a high registration and attendance of students received the same quantity of supplies and materials allotted to schools with low registration and attendance.

In general, however, the summer instructors and supervisors were delighted with the supplies when they received them.

INSTRUCTION

Music

There was a very wide range in terms of content as observed by the music team. At the lower level, content was largely confined to entertainment.

Little emphasis was placed upon production of good tone or vocal quality. In many cases singing classes deteriorated to a "camp" singing situation rather than a choral singing situation. Specifically, we are stating that little or no emphasis was placed upon vowel production, consonants, diction, phrasing, or other generally accepted components of good vocal production.

Likewise, in some instrumental situations, little attention was placed upon development of good embouchure, due in some cases to complete lack of training on the part of the teachers. In other cases emphasis was placed on training in rhythm patterns to the relative exclusion of many other components of music.

Few children were privileged to attend musical events occurring in the city, although one of the avowed objectives of the program was to broaden the cultural background of the pupils by means of such trips. Parents were quite disappointed by the lack of trips.

Upon many and repeated questionings, in no case had the music coordinator for the summer program, the music supervisors, the school principals, or any of the music teachers seen a copy of the original project description. This was also true in the art program.

Many of the teachers were common branch, elementary classroom teachers having little or no previous experience in music education.

There was only a sporadic and limited effort to produce a listening program. In some schools no effort was made to implement this phase of the program. It would appear that a lack of equipment and records, rather than teacher indifference, contributed to this fact.

There appeared to be limited success in identifying the musically talented.

Attitudes

In general, the attitudes of the students, as subjectively estimated by the music team, were generally positive, cooperative, and pleasant. Occasionally students would manifest lack of productive attitudes, when subjected to an unqualified teacher who did not recognize student (and his own) limitations. Where choral singing was largely based upon rote singing, some evidence of displeasure was noted. When effective teachers involved the students in experiences where they were able to discover and gain insights into the intrinsics of music, students manifested a positive attitude toward the program. Specifically, the degree to which an effective investigation of rhythm, melody, harmony, and notation was achieved, determined directly the presence of a positive attitude on the part of the students toward the program.

Objectives

Generally speaking, opportunities were afforded the students to sing, move to music, and in some instances play classroom instruments. In the area of skills, some success was enjoyed, however, these instances were largely confined to the instrumental music area. Where teachers with no string experience attempted to teach violin, where teachers with no brass instrumental experience attempted to teach trumpet, the prospect for success was in doubt before the project began.

ART

The program, as presented at the pre-summer meeting of the art staff, broke instruction into six one-week periods. These periods complimented the supplies provided. Supervisors indicated that this arrangement was set up to strengthen the less prepared teachers, not to limit the capable ones.

Yet individual teachers reacted to this in different ways: some indicated that they felt constricted by this format; many felt pangs of conscience when they departed from it in any degree, as if they were doing something wrong; still others said that such a structure precluded penetration in depth in given materials, and was in conflict with the exhibition scheduled for the end of the summer session, with its suggested emphasis on "finished" work.

In some degree at least, it seemed clear to the art evaluation team that the directive did inhibit flexibility, though most teachers did appear to follow their own ideas, letting children work at their own speeds, introducing materials and activities as they seemed expedient for their particular group or individual pupil.

Very often teachers rearranged the order of presentation of materials according to their own strengths or the character of a given class, but more often these modifications were imposed upon them by the relative availability of supply items. In this way the supply situation exercised a considerable influence upon the instructional program.

As we have stated, the quality of instruction reflected to a great degree the orientation and background of the teacher. It is therefore quite difficult to render an overall judgment on the quality of instruction; there was far too much diversity. There were some outstanding teachers, and there were a disturbing number who, quite plainly, did not belong in the program; the majority were somewhere between these extremes. But there simply were too many who were not up to reasonable standards for an enrichment program in Art.

However, overall, it can be stated that teacher preparation was good, control was good, the children did have the experience of working with varied media, and the children in general appeared to benefit from the program in some degree.

Attitudes

The art team found an almost universal acceptance of the program and its teachers by the children. Some children were unabashedly "crazy" about it - all were enthusiastic. Most of them wished the regular school program would be like this. Many wanted it Saturdays or for a longer period.

It was difficult because of the limited number of interviews to get impressions in depth as to just what children were getting out of the program, but it would seem just the awakening of an enthusiasm for art, its materials and processes, would be enough to justify it.

Objectives

The objectives of the art program were couched in such general terms one can only say the program met these in but a general way. Since we have indicated that most instructors taught out of their strengths and backgrounds, achieving the objectives had much more to do with choosing staff and providing them with the wherewithall to work than it had to do with anything else. Where staff were chosen without regard to their art strengths and art backgrounds, it was obvious that objectives were being met in a superficial manner.

Identification of talent needs greater emphasis. The proposed trips to cultural centers never materialized to any extent and parents were not involved in the program. This situation must be remedied in future programs.

PARENTS

Interviews with 151 parents of participating children supported the findings of the evaluation teams and teacher questionnaire. Where experienced teachers taught, parents felt that the children were developing positive attitudes toward the arts. Many parents indicated that an integrated program would be more to their liking, i.e., a program which included: playground

activities, reading, and dramatics in conjunction with music and art. They also indicated that the program should be of longer duration (whole summer and/or longer school day).

Parents were highly critical of the lack of programming and screening for individual child differences. They felt that (1) there should have been a greater division of classes based on age, experience, and ability; (2) a wider variety and greater number of instrumental lessons; (3) inclusion of piano as an instructional instrument; and (4) that provisions should be made for children with previous musical experience. Parents felt that a cultural program should include visits to museums, art galleries, concert halls, etc. and while this had been promised was not implemented.

The interviewed parents expressed a desire for greater articulation between the parent and the school indicating that orientation prior to the initiation of the program would be of benefit to themselves and to their children. They also felt that an early notification, registration, and acceptance or rejection into the program would assist them in making appropriate vacation plans for their children. These orientation sessions could be useful for explaining the possible goals for the programs, the means to fulfill these goals, and how parents could help their children to utilize at home the knowledge they obtain from the program.

The enthusiasm expressed by the parents was apparent in their concern for future programs. Many indicated that (1) they wish a continuation of the program (2) the future programs be designed with thought for those children who are now in attendance, i.e., that future programs should not be "repeats" for these children, (3) the music and art program should be continued during the school year, and (4) more centers be opened in other areas so that children will not have to travel long distances.

A number of the parents felt that their only contact with the center was at the period of registration, especially in those cases where children were accepted but awaiting a vacancy in order to be able to attend. These discrepancies caused a few parents to make other plans.

Of the parents contacted 17% had children attending non-public schools. This sample is representational, and in full agreement with the registration figures issued by the Board of Education for the Summer Music and Art Program. As stated elsewhere, greater articulation between public and non-public school principals and parents is necessary.

CONCLUSIONS

It was quite apparent that the program's objectives were greater than the capability of the system to achieve them. We wish to make it abundantly clear that the program deficiencies reported were not due to deliberate omissions on anyone's part, but reflected instead the problems of a large, complex organization, attempting to implement a new program with a minimum of human and financial resources.

Our first impression was that the present organization and administration of this summer project, and others, was anachronistic, in that all the needed organizational resources were not readily available because of a summer-time vacation oriented system configuration. In the past it was quite within the capability of the system to organize and administer the few programs needed to meet the needs of the community on a part-time basis. Today, however, the great number of children standing at the entrance of the schools with their many problems demand more than an engine running on only half its cylinders.

It was felt by all that more time should have been allotted to the operational staff to organize and plan the local building program. After all, a viable faculty is more than the sum of a principal, supervisor, teacher, and supplies. We are quite sure if those who were actually involved in the program had the opportunity to be involved in its planning, the project would have benefitted to a considerable degree. We are aware, to be sure, of the lack of funds and time needed to engage in superior systems programming, but this cannot excuse any future deficiencies of this nature as new budgets must (or should be) designed with previous limitations in mind.

The evaluation team was concerned with the relatively low participation of non-public school children in this project. We must be critical of the apparent lack

of communication between the Board and those in charge of the non-public schools. While the public schools cannot be held responsible for the narrow views of those groups which, out of hand, rejected the concept of integrated public education, it was felt that a more concerted effort on the part of public school officials would have resulted in a higher registration.

Lack of superior staffing appeared to be a major shortcoming of the program, which, it appeared, was a result of its hasty inception. We most strongly recommend that only those qualified by training and experience to teach a given skill to young children be placed in charge of a classroom. It is our firm belief that a marginal education experience is in no sense better than no experience at all, especially in music and art. The Board should give careful consideration to a policy which would forbid the opening of classes by marginally qualified personnel.

The scope of the program itself needs a careful reconsideration by the Board. Many supervisors, teachers, and parents were concerned that the arbitrary assignment of those students deficient in reading to remedial classes restricted the benefits of the program for those whose need for a comprehensive educational experience was greatest. Many felt a more balanced program utilizing non-grading and team teaching would be something to consider for future programs.

The technical aspects of the program need improvement. Supplies should not arrive late. Instruments must be appropriate for the age and sex of the child, with competent instructors assigned to classes; trips to cultural centers must become an integral part of the program; parents should be vitally involved in the program at least to the extent that they are aware of the goals of the program; and lastly, a more imaginative use of time and faculty should be the prime concern of the administration.

In spite of the handicaps of late notification, difficulty in articulation and staffing. and only partially adequate supplies and physical plants; the principals

and teachers involved in this program did a job which resulted in a resounding vote of appreciation and an almost universal request from the teachers, parents, and children for a continuation of the program next year.

It is strongly recommended that additional funds be issued to the City of New York so that this worthwhile and beneficial program may be developed and improved so as to better meet the needs of the disadvantaged children whose condition sorely cries out for help.

PROJECT STAFF

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Mr. James O. Mintz, Doctoral Candidate, Teachers College, Columbia University
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Mr. Peter London, Doctoral Candidate, Teachers College, Columbia University;
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City University of New York

15a

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, New York 10036

Evaluation Project Questionnaire
SUMMER MUSIC AND ART PROGRAM
Division of Educational Practices
Title I Evaluation

(Confidential Evaluation Questionnaire)

I. General Information

A. Name (optional) Mr. _____
Mrs. _____
Miss _____

() B. Sex: Male _____ Female _____

() C. License held: Regular _____ Substitute _____ Special _____ Other _____

() D. Subject Area of License _____

() E. Position: Full time _____ Part time _____

() F. Years of teaching experience in art/music _____ other subjects _____
fields _____

() G. Level of experience: Nursery _____
Elementary _____
Secondary _____
System wide _____

() H. Grade normally taught _____

() I. Are you an active participant in your field? Yes _____ No _____

If "Yes" Music: Composer _____
Play an instrument professionally _____
Play an instrument privately _____
Hold classes privately _____
Give individual lessons _____
Other _____

Art: Exhibit work professionally _____
Hold classes privately _____
Paint, sculpt, etc., at home,
professionally _____
Paint, sculpt, etc., privately _____
Other _____

II. Program

- () A. Check Program in which you are participating:
 Art _____ Music _____
- () B. Days offered: Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri. _____
- () C. Center: Name _____
 Address _____
 Telephone _____
- () D. Schools served (please list below schools, public and non-public, from which participating students come):
- () (1) Name _____
 Address _____
- () (2) Name _____
 Address _____
- () (3) Name _____
 Address _____
- () (4) Name _____
 Address _____
- () (5) Name _____
 Address _____
- () (6) Name _____
 Address _____
- () (7) Name _____
 Address _____
- () E. Number of sections you are teaching in the Program _____
- () F. Number of children registered in all sections you are teaching _____
- () G. Grade levels taught by you _____
- () H. Age range in your classes _____

III. Conditions of Classroom and Equipment

- () A. Did you find the classroom attractive? (Indicate your perception of attractiveness or unattractiveness on the scale below.)

 | | | |
 Very Could be Passable Quite Very
 Unattractive Improved Adequate Attractive

Please explain your reason for this rating. _____

- () B. Were classroom fixtures (desks, lighting, etc.) appropriate for teaching music/art?

 | | |
 Very Adequate Very
 Inappropriate Appropriate

If fixtures were inadequate, which were the least appropriate?

- () C. Was there adequate storage space for materials and student projects?

 | | |
 Inadequate Adequate Well
 Provided

Please explain. _____

- () D. Which materials, books, equipment, instruments were not available for the proper conduct of the Program?

- () E. Which materials, books, equipment, or instruments did you bring, construct, or borrow?

() IV. Evaluation

- A. Do you believe that the content of the Program was beneficial for the public school children?

|-----|-----|-----|-----|
 Not Beneficial Very Beneficial

Please give the reasons for your estimation of the benefit or lack of benefit for public school children. _____

- () B. Do you believe that the content of the Program was beneficial for the non-public school children?

|-----|-----|-----|-----|
 Not Beneficial Very Beneficial

Please give the reasons for your estimation of the benefit or lack of benefit for non-public school children. _____

- () C. What is your general impression of the group motivation?

Indifference | | | Occasionally | | | Highly
Motivated | | | Motivated

Please explain. _____

- () D. Do you feel that the children have developed specific attitudes toward art/music as a result of this Program?

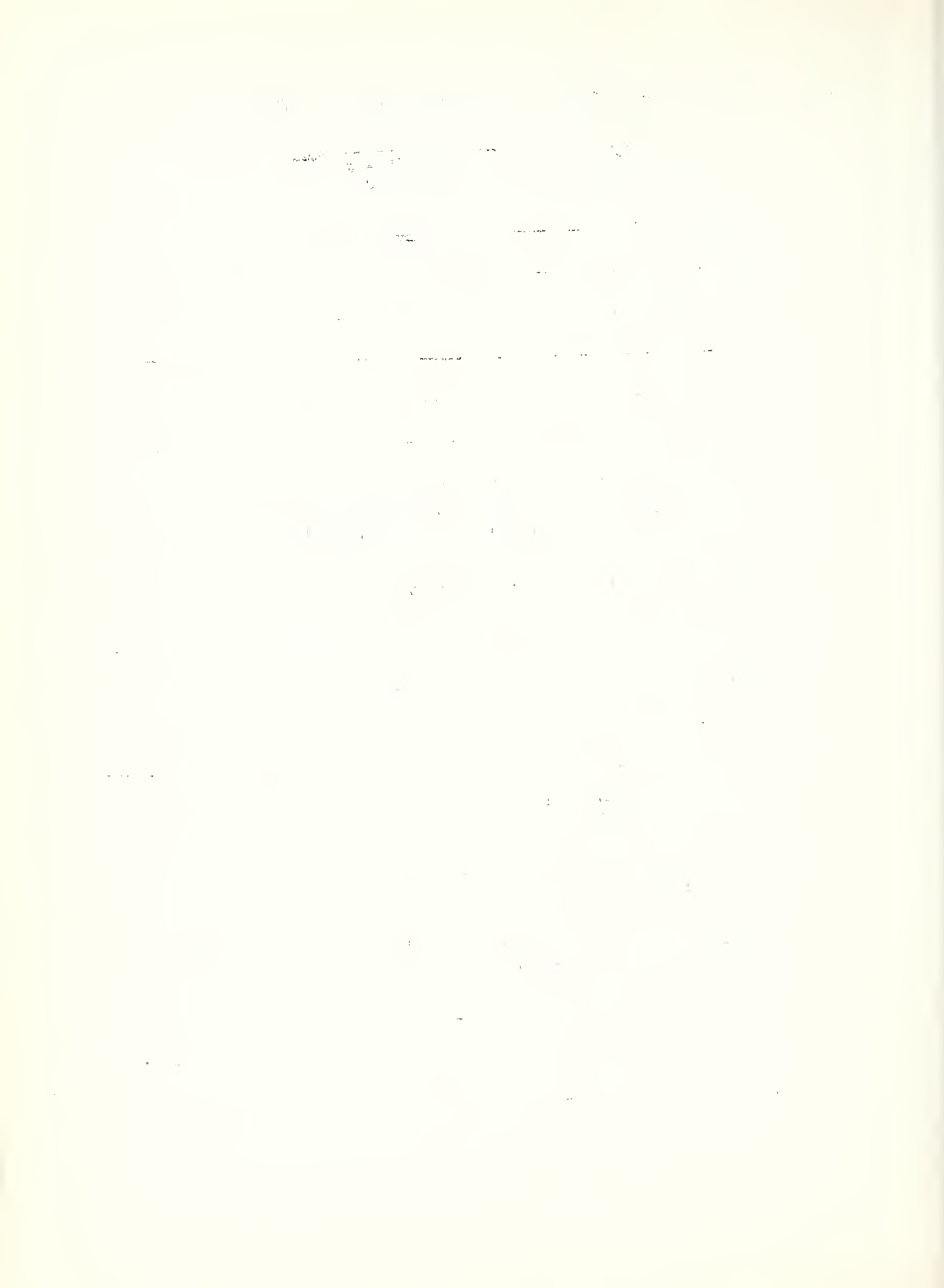
Negative | | | Ambivalent | | | Positive

Please explain. _____

- () E. Do you believe that the Program helped the children express themselves creatively?

Conformity | | | Neutral | | | Creativity

Please explain. (You may wish to cite some incident which is pertinent to demonstration of creativity.)



- () F. Did daily attendance differ greatly from that which is normal during the school year?

Greater
absenteeism

Average
attendance

Greater
persistent
attendance

If differences between Summer Program attendance and regular school term attendance are evident, can you indicate possible causes?
(Please be candid.)

- () G. Are there any activities or outcomes of the Program which you would like to share with other teachers in the Program?

V. Recommendations and Comments

- () A. Do you have any recommendations which you believe would improve future programs?

- () 1. Administrative.

- () 2. Curricula. _____

- () 3. Physical facilities. _____

- () 4. Equipment. _____

- () 5. Other _____

- () B. Comments and criticisms. (Please also include: Were the objectives of the Program made clear to you during the briefing? Were there any conflicting expectations?)

Thank you again for your help. Kindly return the questionnaire in the enclosed envelope.

A P P E N D I X A

OBSERVATION TEAM

RESEARCH PROSPECTUS

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Title I Evaluations
Educational Practices Division

GENERAL RESEARCH PROSPECTUS FOR THE EVALUATION OF THE MUSIC PROGRAM IN
THE TEACHER TRAINING PROGRAM AND THE EDUCATIONAL ENRICHMENT PROGRAMS FOR
DISADVANTAGED PUPILS IN NON-PUBLIC SCHOOLS

The emphasis of this evaluation will be to determine what benefits the parochial schools are receiving from these particular programs, the specific objectives of the programs, and the manner in which these objectives are being implemented and achieved.

AREAS IN WHICH DATA WILL BE GATHERED:

I. Physical situation and limitations

- A. Scheduling - number of meetings and time allotted
- B. Number of students
- C. Manner of grouping
- D. Facilities
 - 1. room size and arrangement
 - 2. availability of piano, classroom phonograph, etc.
- E. Materials
 - 1. Quantity
 - 2. Suitability
 - 3. Quality

II. Personnel

- A. Staff - background, duties and responsibilities, relationships and means of communication.
 - 1. Administrators
 - 2. Supervisors
 - 3. Liaisons
 - 4. Teachers
- B. Students
 - 1. age
 - 2. sex
 - 3. ethnic groups
 - 4. denominational background
 - 5. voluntary involvement
 - 6. attendance

III. Objectives

- A. General Objectives of the Program
- B. Instructional Objectives (These will be grouped into the three specific areas of learning: cognitive, affective, and psychomotor.)
 - Criteria for evaluating the objectives:
 - 1. Have any instructional objectives been stated?
 - 2. How were these objectives formulated - administration, teacher, or students-teacher?

3. Are the objectives stated in terms of overt behavior?
4. Are all levels of learning included?
5. Are they consistent with the broad objectives of the program?
6. Are they realistic enough to be achieved?
7. Does the teacher utilize these objectives in his own evaluation?

IV. Content -- (Stated in terms of objectives) Three general areas:

- A. Skills
- B. Literature
- C. Concepts
 1. Melody
 2. Rhythm
 3. Harmony
 4. Form
 5. Expression
 6. Style

V. Experiences (Methods and Activities)

- A. Teacher Methods
 1. provides varied musical experiences for the group and individuals
 2. lecture
 3. discussion
 4. problem solving
 5. imaginative use of facilities and materials
 6. encourages outside exploration
 7. student-initiated activities
 8. creative approach to content and materials
 9. Pace flexible to student interests and needs
 10. Logical sequence
- B. Student Activities
 1. Listening
 2. Singing
 3. Playing
 4. Moving (Rhythm)
 5. Creating
 6. Reading

VI. Attitudes and Process of Organization

Use of interviews and questionnaires to obtain the views of all the people involved:

- A. Legitimation
Do people involved feel it is a legitimate program
- B. Validation
Does the present operation validly achieve the legitimate aims of the program?
- C. Organization and communication
- D. Participation and involvement
- E. Tangency (Adequate mediation between the groups involved)

A P P E N D I X B

I N S T R U M E N T S

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Title I Evaluations

MUSIC OBSERVATION CHECKLIST
INSTRUCTIONS TO OBSERVERS

Purposes of the Checklist:

1. As a guide in carrying out research;
2. To remind evaluator of procedures which might otherwise be overlooked; and
3. As a convenient means of checking the progress of an investigation.

The checklist should be marked in accordance with the following definitions:

1. If the provision or condition is very limited;
2. If the provision or condition is made to some extent;
3. If the provision or condition is made extensively;
4. If the provision or condition is missing and needed; and
5. If the provision or condition is not desirable or does not apply.

I. CONTENT

1. An aural song repertoire is provided which includes material that meets the growing needs, interests, and abilities of pupils.
2. Varied singing activities are provided, which include folk and art songs.
3. Opportunities are provided for all pupils to participate in well-planned singing activities at assemblies and special programs.
4. A glee club or choir provides for pupils with special talent or interest.
5. Activities are provided for reading from the musical score and for unison singing at the early elementary levels.
6. At the advanced elementary levels, pupils participate in a variety of part singing activities.
7. Music theory experiences in grades 4-6 include instruction concerning musical symbols.
8. Opportunities are provided for a variety of rhythmic experiences.
9. Opportunities are provided for the use of rhythm instruments.
10. Opportunities are provided for participation in an instrumental ensemble.
11. Opportunities are provided for experiences with a variety of simple melody instruments (e.g. autoharp, xylophone, bells, flutophone, and recorder).
12. Opportunities are provided for pupils with special talent to utilize their ability for classroom and community programs.
13. Opportunities are provided for pupil attendance at community music events.
14. Listening experiences permeate the total program.
15. A variety of creative experiences are provided in which the pupils may express originality or initiative.
16. Opportunities are provided throughout for the development of the musicianship of each child to its potential capacity.
17. Opportunities are provided throughout all music activities for growth in appreciation of the great works of music.
18. Opportunities are given for children to create their own melodies.
19. Opportunities are provided to develop understanding of form _____; harmony _____; and style _____.

MUSIC OBSERVATION CHECKLIST

-3-

EVALUATIONS

1. How extensive is the variety of music activities in meeting the music needs of all pupils?
2. How adequate is the content of music activities in meeting the music needs of all pupils?
3. How adequate is the level of performance of the pupils?
4. How adequate is the planning?

COMMENTS:

MUSIC OBSERVATION CHECKLIST

II. METHODS

1. The controlling idea underlying the entire program is the development of musicianship and musical responsiveness.
2. Instructional objectives are stated in terms of the students' observable behavior.
3. Instructional activities are planned to achieve the stated objectives.
4. The objectives are realistic enough to be achieved.
5. Musical content is structured.
6. Problems are analyzed and help is provided.
7. Activities are derived from the music.
8. Effective use is made of the piano.
9. Efforts are made to inform parents and community of the objectives and accomplishments of the school music program.
10. Instructional activities are related to the pupils' environment.
11. Instructional activities provide for a balance between individual and group activities.
12. Pupils are given opportunities to plan, conduct, and evaluate their music activities.
13. Effective methods of teaching are utilized.
14. The program utilizes the musical resources of the community.

EVALUATIONS

1. How effectively do the methods of instruction meet the group music needs of pupils?
2. How effectively do the methods of instruction meet the particular music needs of individual pupils?
3. To what extent do evaluation procedures help the particular music needs of individual pupils?

COMMENTS

III. ROOM EQUIPMENT AND SUPPLIES

1. Sets of school song books which are current have representative selections of a high caliber and are available.
2. Teachers' Manual: are available.
3. Books containing material on music history, composers, instruments, and stories are available.
4. Professional books in music instruction are available for teachers.
5. Equipment necessary for music activities is provided.
Piano _____ Pitchpipe _____ Staff-liner _____ Music charts _____
6. Rhythm band instruments are provided.
Drums _____ Rhythm sticks _____ Jinglesticks _____ Sand blocks _____
Wood blocks _____ Castanets _____ Cymbals _____ Triangles _____ Gongs _____
Gourds _____ Rattles _____ Maracas _____ Guiro _____ Tambourines _____ Claves _____
7. Simple melody instruments are provided.
Flutophone _____ Recorder _____ Tonette _____ Autoharp _____ Melody Bells _____
Resonator bells _____ Step bells _____ Ukelele _____
8. Orchestra and band instruments are available.
List _____
9. Materials for constructing simple rhythm band instruments are available.
10. Music manuscript paper is provided.
11. Music stands are provided.
12. A radio and television are available.
13. A phonograph which plays at all speeds.
14. A tape recorder is available.
15. Some of the basic record libraries are available with the teachers' guides.
16. Adequate storage facilities are available.
17. Duplicating equipment is available.

MUSIC OBSERVATION CHECKLIST

III. Room Equipment and Supplies (continued)

EVALUATIONS

1. How extensive is the variety of instructional equipment and materials to meet the music needs of all pupils?
2. How adequate is the quality of instructional equipment and materials to meet the music needs of all pupils?
3. How effectively are instructional equipment and supplies used?

COMMENTS

IV. OUTCOMES

1. To what extent are pupils developing effective singing skills?
2. To what extent are pupils developing desirable musical taste?
3. To what extent are pupils developing instrumental knowledges and skills?
4. To what extent are pupils developing self-expression through music?
5. To what extent are pupils developing knowledges and skills in music theory?
6. To what extent are pupils applying their ability in out-of-school music activities?
7. To what extent are music activities making effective contributions to the total school program?
8. To what extent are musical habits being developed?
9. To what extent are talented or gifted students identified through the use of standardized tests?
10. To what extent do the students value the music program?
11. To what extent are pupils able to comprehend, analyze, synthesize, and evaluate their musical learnings?
12. To what extent does the music program have a desirable impact upon and promote constructive relationships with community agencies?
13. To what extent is provision made for continuing and constructive evaluation of all facets of the program?

COMMENTS

CENTER FOR URBAN EDUCATION
33 West 42 Street, N.Y.C.

Educational Practices Division
Title I Evaluations

MUSIC OBSERVATION SUMMARY SCALES

Name of School _____ Borough _____ Date _____
Address _____ Phone _____
Teacher _____ Grade(s) _____
Observer _____ Time _____
No. of Pupils _____ Age Range _____
Method of Grouping _____
No. of Meetings per Week _____ Length of Meetings _____

SUMMARY SCALES

GENERAL

Content	0	1	2	3	OPTIMUM
Methods					
Facilities					
Motivation					
Realization of General Objectives					
Instructional Objectives					
	0	1	2	3	OPTIMUM

MUSIC

Listening	0	1	2	3	OPTIMUM
Singing					
Playing					
Rhythm					
Creating					
Reading					
	0	1	2	3	OPTIMUM

THE REINFORCEMENT OF THE
CURRICULUM BY CLASSROOM METHODS

(THE RELATIONSHIP OF METHODS OF INSTRUCTION
TO
TO THE FULLFILLMENT OF AIMS AND OBJECTIVES)

ART EVALUATION TEAM
CHECK LIST

AIMS AND OBJECTIVES OF THE ART PROGRAM:A (GENERAL CONSIDERATIONS)

- ___ 1. The objectives include behavior in the cognitive, affective, and psychomotor domains.

- ___ 2. The objectives include complex learning.

- ___ 3. The objectives include simple learning.

- ___ 4. The objectives are stated in terms of overt behavior.

- ___ 5. The objectives are consistent with the program objectives.

- ___ 6. The objectives are realistic enough to be achieved.

- ___ 7. The objectives serve as a criteria for the teacher's evaluation.

- ___ 8. The objectives are formulated cooperatively by the pupils, teachers, parents and administrators.

- ___ 9. The objectives are written and in the hands of teachers, administrators and parents.

- ___ 10. The objectives are subject to continuous study and revision.
-
-
- ___ 11. Physical, social, emotional, spiritual needs and abilities are recognized in the stated objectives.
-
-
- ___ 12. Individual differences in interest, needs and ability of pupils are recognized in the stated objectives.
-
-
- ___ 13. Desirable growth in behavior is included in the stated objectives.
-
-
- ___ 14. The stated objectives are related to the needs of the school and community.
-
-

AIMS AND OBJECTIVES OF THE ART PROGRAM (SPECIFIC CONSIDERATIONS)

- ___ 15. To challenge the creative power of all the students is included among the stated objectives.
- ___ 16. To seek to have all the students understand the relationship of art to every important aspect of daily living is included among the stated objectives.
- ___ 17. To develop a keener awareness of aesthetic values is included among the stated objectives.
- ___ 18. To develop skill in expressing ideas, feelings and moods is included among the stated objectives.
- ___ 19. To explore personal interests and aptitudes is included among the stated objectives.
- ___ 20. To study the art records of the past for the purpose of building an understanding of our culture in relation to other times and places is included among the stated objectives.
- ___ 21. To develop sensitive discrimination in the use of art at home, in school, and in the community is included among the stated objectives.

RELATIONSHIP OF METHODS OF INSTRUCTION TO AIMS AND OBJECTIVES OF THE ART PROGRAM

- ___ 22. To what extent is there evidence of careful planning and preparation of learning activities in relation to stated objectives?

- ___ 23. To what extent have the objectives of the art program been explained to the students?

- ___ 24. To what extent do the objectives of the art program condition the methods of evaluation used by the art teacher?

- ___ 25. To what extent have the students participated in the planning of objectives?

- ___ 26. To what extent are the objectives re-examined and revised by the teacher and the students?

RELATIONSHIP OF METHODS OF INSTRUCTION TO AIMS AND OBJECTIVES OF THE ART PROGRAM

- ___ 22. To what extent is there evidence of careful planning and preparation of learning activities in relation to stated objectives?

- ___ 23. To what extent have the objectives of the art program been explained to the students?

- ___ 24. To what extent do the objectives of the art program condition the methods of evaluation used by the art teacher?

- ___ 25. To what extent have the students participated in the planning of objectives?

- ___ 26. To what extent are the objectives re-examined and revised by the teacher and the students?

ADDITIONAL COMMENTS:

RECOMMENDATIONS CONCERNING THE AIMS AND OBJECTIVES OF THE ART PROGRAM:

RECOMMENDATIONS CONCERNING THE RELATIONSHIP OF METHODS OF INSTRUCTION
TO THE FULLFILMENT OF AIMS AND OBJECTIVES:

THE NATURE AND QUALITY
OF THE STUDENT'S
EXPERIENCE IN THE CLASSROOM

ART EVALUATION TEAM
CHECK LIST

THE NATURE OF THE LEARNING ACTIVITY

- ___ 1. The activity provides for instruction in basic techniques of manipulation of materials, media and tools.
- ___ 2. The activity provides for the development of art quality in design
- ___ 3. Each student does his own work which is clearly different from that of the other students.
- ___ 4. The activity provides for the student to discover the emotional significance art has in his life.
- ___ 5. The activity provides for the opportunity of students to relate their experiences to those of local and regional artists and designers for aesthetic and vocational purposes.
- ___ 6. The activity provides the opportunity for students to talk about art and to make judgements about their own art expressions and the art in their environment.
- ___ 7. The activity provides for aesthetic self-expression in terms of services for other people, the school, the home, and the community.
- ___ 8. Students assist in planning, conducting, and evaluating their art experiences.
- ___ 9. Use is made of slides, films, filmstrips, reproductions, and other visual aids.

TYPE OF LEARNING ACTIVITY

- ___ 10. Drawing and painting activities involve the use of (check):

___ chalk	___ pencil
___ Charcoal	___ Poster paint
___ crayon	___ water color
___ ink	___ oil paint
___ wash	___ mixed media

- ___ 11. Three-dimensional design involves the use of (check):

___ cement	___ paste
___ clay	___ salt blocks
___ firebrick	___ stone
___ foam glass	___ wire
___ metal	___ wood
___ paper	Other _____

12. Crafts involve the use of (check):

___ cardboard	___ reed
___ clay	___ textiles
___ cloth	___ wire
___ metal	___ wood
___ paper	___ yarns
___ plastics	Other _____

___ 13. Graphic arts include opportunities for (check)

- ___ bulletin board arrangements
- ___ etching
- ___ linoleum block cutting and printing
- ___ photography
- ___ silk screen printing
- ___ simple lithography
- ___ stenciling
- ___ woodcut carving and printing

___ 14. The activity provides for the study of our art heritage.

___ 15. The activity provides for the development of appreciations for contemporary machine and handmade objects, sculpture, and painting.

Other descriptive information: _____

THE QUALITY OF THE LEARNING ACTIVITY (EVALUATION)

___ 16. To what extent has this learning activity encouraged students to discover, explore, express, and appraise?

___ 17. To what extent has instruction been provided for in the use of a variety of art media?

___ 18. To what extent has this learning activity been adapted to individual interests and abilities of the students?

(Based on Guide Prepared by Dr. Ruth E. Hartley)

-
- ___ 19. The teacher shows evidence of enjoyment in his relationships with students.
-
- ___ 20. The teacher is responsive in a constructive way to the emotional needs of individuals.
-
- ___ 21. The teacher looks for and uses opportunities to communicate verbally and otherwise with individual students at appropriate times.
-
- ___ 22. The teacher maintains standards of group behavior that encourage optimal levels of learning.
-
- ___ 23. The teacher helps students develop healthy inner controls of behavior in a group situation.
-
- ___ 24. The teacher maintains materials and equipment in an attractive manner.
-
- ___ 25. The teacher shows evidence of having collected and developed resource materials for use in class.
-
- ___ 26. The teacher reveals evidence of planning for pupil activities.
-
- ___ 27. The teacher plans for a number of activities or different levels of work to be going on in the room at the same time.
-
- ___ 28. The teacher gives explanations and directions in clear and easily understood form.
-
- ___ 29. The teacher provides his students with the opportunity for enough practice to develop basic skills in the manipulation

of tools and materials of the art process.

-
- ___30. The teacher selects experiences with and for his students which provide active involvement in first hand experiences.
-
- ___31. The teacher brings a variety of sensory experiences to bear on learning situations.
-
- ___32. The teacher helps students to discover relationships and make generalizations.
-
- ___33. The teacher spaces new learnings effectively; permits assimilations of a concept before moving on to a new one.
-
- ___34. The teacher helps students apply generalizations to new situations; encourages exploration beyond classroom group presentation.
-
- ___35. The teacher uses interests and concerns of individuals to encourage them to explore new areas of knowledge (or art processes) and develop new concepts.
-
- ___36. The teacher involves students in continuous evaluation of progress toward goals.
-

___THE NATURE OF THE SETTING FOR THE LEARNING ACTIVITY

(THE PHYSICAL FACILITIES)

- ___37. The art room has been located so that students may see art that is currently in process.
- ___38. The room has been planned to encourage individual and group work.
- ___39. The room has been planned to facilitate a wide range of creative activities.
- ___40. Storage space for student work in progress is easily accessible.

___ 41. Provision has been made for storage and work space for (check):

- ___ drawing and painting
- ___ modeling and carving
- ___ weaving and construction
- ___ printing and arranging

Comments: _____

___ 42. Walk-in storage closet for materials and supplies adjoins the workroom.

___ 43. Appropriate motorized tools are provided.

___ 44. Workbenches are provided

___ 45. Electrical and gas outlets are provided for (check):

- ___ pottery kiln
- ___ enameling oven
- ___ electrical tools
- ___ gas tanks and torches

___ 46. The wall surfaces permit use for display.

___ 47. Installalton and equipment are provided for use of audio-visual materials.

___ 48. Work tables are provided so that students may have sufficient space to work (6 to 9 square feet).

___ 49. Storage for materials and tools currently in use is organized so students can get and return them quickly.

THE QUALITY OF THE SETTING (EVALUATION)

___ 50. To what extent is the space adequate for a variety of creative activities?

___ 51. To what extent do the facilities of the art room make provisions for a wide variety of creative activities?

___ 52. To what extent is equipment kept in good repair?

___ 53. To what extent is storage for supplies adequate?

___ 54. To what extent is storage for student's work in progress ample?

___ 55. How adequate are the lighting facilities?

NATURE OF THE MATERIALS INVOLVED IN THE LEARNING ACTIVITY

___ 56. Materials and tools are provided for students for the following activities (check):

___ to paint with tempera, oil, watercolors.

___ to sketch with chalk, conte crayon and charcoal.

___ to model with clay, paper mache.

___ to carve in wood, plastic, salt block, stone.

___ to construct arrangements and objects with cardboard, fabrics, fibers, metal, paper, wire, wood.

___ to print with linoleum, wood, silk screen.

___ to weave with a variety of fibers.

___ to arrange displays of student work and other two- and three-dimensional art.

Other

___ 57. A variety of reference books is provided.

___ 58. Art magazines are available for use.

___ 59. Provision is made to have readily available such materials as (check):

___ films

___ filmstrips

___ slides

___ loan exhibitions

THE QUALITY OF THE MATERIALS INVOLVED (EVALUATION)

___ 60. How adequate is the variety of materials and tools for instruction?

___ 61. How adequate is the quality of materials for instruction?

___ 62. To what extent has the selection of tools and materials been appropriate to the learning activity?

___ 63. How effectively are materials organized for use?

___ 64. To what extent are tools and equipment kept in good working order?

METHODS OF EVALUATION USED BY THE TEACHER (THE NATURE OF)

___ 65. Records are kept of reaction of students to various art experiences.

___ 66. Teacher and students establish criteria for evaluation of art products, after each student evaluates his own work.

___ 67. Students make and keep their own progress reports.

___ 68. Evaluation is made of the student's ability to select and choose products of functional design.

___ 69. Evaluation is based on the student's increasing skill in designing in a variety of media.

___ 70. Teacher and students study work of students to reveal strengths and point areas for improvement.

THE QUALITY OF METHODS OF EVALUATION (EVALUATION)

___ 71. How well do evaluation procedures help students to understand the nature of their progress?

____ 72. To what extent do evaluation procedures identify students of unusual promise in the field of art?

____ 73. How well do students evaluate their own work and the work of others?

Additional Comments of Evaluation:

RECOMMENDATIONS CONCERNING THE NATURE OF THE LEARNING ACTIVITY:

RECOMMENDATIONS CONCERNING THE NATURE OF THE PHYSICAL FACILITIES:

RECOMMENDATIONS CONCERNING THE MATERIALS OF INSTRUCTION:

RECOMMENDATIONS CONCERNING THE METHOD OF EVALUATION:

CENTER FOR URBAN EDUCATION
33 West 42 Street, N. Y. C.

Educational Practices Division
Title I Evaluations

HEALTH EDUCATION EVALUATION INSTRUMENT

EDUCATIONAL ENRICHMENT PROGRAMS FOR DISADVANTAGED
PUPILS IN NON-PUBLIC SCHOOLS

School _____ Borough _____ Date _____

Address _____

Days per week _____ Days per child _____

	<u>Registration</u>	<u>Daily Average</u>	<u>Age</u>	<u>Grade</u>
Boys	_____	_____	_____	_____
Girls	_____	_____	_____	_____
Total	_____	_____	_____	_____

Method of determining attendance: _____

Requirements for enrollment:

Parent Consent _____

Health examination _____

Health card _____

Other _____

Medical assistance is available in case of injury through:

School nurse _____

Outside aid _____

Other _____

Student records include:

Name _____

Address _____

Phone _____

Parents' Name and Address _____

Other _____

PROGRAM

Objectives

Written statement of objectives:

Board of Education _____

School _____

Comment: _____

Content organization written:

Board of Education _____

School _____

Comment: _____

Supervision

Supervision through:

Orientation meetings _____

Program planning _____

Instructional Evaluation by supervisor _____

Offerings

Key: R - recreational
I - instructional
C - competition

<u>Activity</u>	<u>Boys</u>	<u>Girls</u>
Dance _____		
Exercise _____		
Team sports and games _____		
Individual/dual sports and games _____		
Special events _____		

HEALTH EDUCATION EVALUATION INSTRUMENT

-3-

Time devoted to instruction: _____ mins.

Evidence of grouping of students for instruction:

Grade level _____

Fitness level _____

Skill level _____

Student interest _____

Facilities _____

Nature of activities _____

The size of instructional groups is such as to permit effective teaching, taking into account personnel, facilities, and the nature of activities. _____

Non-instructional groups (specify: _____)
receive adequate supervision. _____

Testing

Program in:

Physical fitness _____
Sport and Game _____
Other _____
Records maintained _____

Staff

1 2 3 4

Sex: (M) (F)

Educational background

Degree _____

Major field _____

Teaching field _____

Other related experiences and com-
petencies: _____

HEALTH EDUCATION EVALUATION INSTRUMENT

-4-

Staff (continued)

	1	2	3	4
Other Responsibilities				
Teaching (full or part-time)	_____	_____	_____	_____
Student	_____	_____	_____	_____

Facilities

<u>Facility</u>	<u>Number Used</u>	<u>Condition</u>
Indoor gymnasium	_____	_____
Outdoor areas	_____	_____
Classrooms	_____	_____
Game Rooms	_____	_____
Bathrooms	_____	_____
Locker rooms	_____	_____
Shower rooms	_____	_____
Offices	_____	_____
Medical room	_____	_____
Other:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comments regarding lay-out and features such as flooring, lighting, obstructions, safety hazards, and accessibility: _____

Equipment

Proper protective equipment is provided for all students engaging in physical education activities: _____.

Proper uniform, including sneakers, is required for all students: _____.

HEALTH EDUCATION EVALUATION INSTRUMENT

<u>Equipment used</u>	<u>Number used</u>	<u>Condition</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

General comment on equipment _____

CENTER FOR URBAN EDUCATION
33 West 42 Street, N. Y. C.

Educational Practices Division
Title I Evaluations

CHECKLIST FOR EVALUATION IN THE CONDUCT
OF PHYSICAL EDUCATION ACTIVITIES

School _____ Borough _____

Activity _____ Students: No. _____ Ages _____ Sex _____

The Teacher

Voice - Clear and easily heard ()
too loud ()
too soft ()

Manner - enthusiastic ()
smiling ()
timid ()
impatient ()
lifeless ()

Dress - appropriate ()

General teaching competence: _____

General Presentation

Materials ready () marks on floor ()
Orderly way of getting pupils into formation ()
Stands where all can see ()
Effective classification for teaching ()
Clear, concise explanation ()
Uses demonstration effectively ()
Gets underway quickly ()
Utilizes space effectively ()
Appropriate activity for specific group ()

Conducting Activity

Sees errors () makes corrections and suggestions ()
Attempts to develop skills ()
Attempts to establish desirable social behavior ()
Makes individual comments ()
Maximum involvement for each student ()
Keeps things going ()
Adds modifications when necessary ()

CHECKLIST FOR EVALUATION IN THE CONDUCT
OF PHYSICAL EDUCATION ACTIVITIES

-2-

Pupil Response

Attentive ()
Restless ()
Responsive to suggestions ()
Enjoyment ()
Activity ()

Comments

CENTER FOR URBAN EDUCATION
33 West 42 Street, N. Y. C.

EVALUATION OF LIBRARY SERVICES NEEDED IN
NON-PUBLIC SCHOOLS

Educational Practices Division
Title I Evaluations

(Please check all Items that apply and star items in which you spent the major
portion of your time.)

Serviced

Needs
To Be
Serviced

Organization of the Library
Needed Books

Started on Shelf List

Started on Card Catalog

Grouped Books

Classified Books

Catalogued Books

Processed Books

Worked on Inventory

Work With Children

Library Skill Lessons

Circulation

Storytelling

Book Talks

Reference Skills

Work with Teachers

Planned for Library Organization

Planned for Book Selection

Helped with Book Order

Held Teacher-Librarian Conferences

Other Activities

CENTER FOR URBAN EDUCATION
33 WEST 42nd STREET
NEW YORK, N.Y. 10036

ENRICHMENT IN NON-PUBLIC SCHOOLS

DIRECTIONS:

1. Please read all questions carefully and give us as accurate answers as possible.
Write in margins or on the back of the page if more space is required.
2. Where opinions are solicited, be frank. Individuals will not be identified in the report.
3. Please return the completed questionnaire in the enclosed envelope as soon as possible before June 30, 1966, to:

Center for Urban Education
33 West 42nd Street
New York, N.Y. 10036

4. Through your cooperation we can hope to have an even more effective program in the following years.

Thank you for your help.

III. Please tell us about your program:

11. Number of children registered:

a. Non-Public school children _____

b. Public school children _____

12. What was the average attendance throughout the program? _____

13. Grades served by program _____

14. Age range in program _____

15. Equipment:

1. _____ Very adequate

2. _____ Adequate

3. _____ Less than adequate

16. What materials, books and equipment have you not been able to obtain?

17. What materials, books and equipment did you yourself bring, construct, or borrow?

18. Do you believe the content of the program is beneficial to disadvantaged children?

1. _____ Yes

2. _____ No


19. Do you believe that the composition of the class is made up chiefly of disadvantaged children?

1. Yes


2. No

20. What is your estimate of the percentage of disadvantaged? _____

IV. Please place an -X- at the proper position on the scales below:

21. 

3	2	1
Students are highly motivated and enter into the activities enthusiastically.	Students are somewhat interested. Some participate, others do not.	Students are not interested and do not participate.

22.  3 2 1
- | | | |
|---|---|---|
| The classroom is attractive. Other facilities are in excellent condition. | The classroom is adequate, but unattractive. Some equipment is damaged. | The classroom is small and poorly equipped. The lessons are hindered by inadequate equipment. |
|---|---|---|

23. Was the classroom suited to the age range of the children?

1. Yes

2. No

24. Did the classroom offer adequate and secure storage space for materials?

1. Yes

2. No

V. Do you have any recommendations for next year's program, (administrative equipment, location, etc.)?

VI. Are there any activities or outcomes of the program which you would like to share with the other teachers in the program?

VII. Comments:

Thank you again for your help, and please return in the enclosed stamped envelope.

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CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

THE AFTER-SCHOOL STUDY CENTERS FOR DISADVANTAGED PUPILS -
REMEDIAL AND TUTORIAL - FOR PUBLIC AND NON-PUBLIC
SCHOOL PUPILS

Bruce H. Bernstein
Research Director

August 31, 1966

CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

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Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

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I. Nature of the Program

Educationally disadvantaged children come from backgrounds where the type of help and tutoring available to middle-class children is not available in the home. Often the favorable attitudes and achievement observed in a school are partially a reflection of the enriched environment of the home. In disadvantaged areas where an enriched home environment is generally lacking, provision must be made to provide this enrichment.

The New York City public school system, therefore, created an after-school remedial program to compensate as far as possible for the lack of opportunity created by social and economic conditions. This service had not been available to students attending non-public schools. The program brought the experience and personnel of the New York City school system to students with similar problems in private and parochial schools. The centers provided remedial and other services beyond the regular program and made available personnel, space, opportunity and incentive for pupil improvement. The plan called for a special instructional program tailored to the needs of the individual school. This involved remedial instruction as well as enrichment programs.

II. Development of the Program

The Non-Public After-School Study Center (ASSC) Program opened late in the 1965-66 academic year because of a series of delays influenced in large part by concern over the relationship between the parochial schools and the Board of Education. The Application for Federal Assistance was not signed by the Superintendent of Schools until March 21, 1966. The specific nature of these problems is beyond

the range of this report and these delays will be dealt with only as they directly impinged upon the functioning of the program.

The Centers opened on April 27, 1966. The public school administrators had been given three days notice in which to hire staff, set up the curriculum, coordinate with the non-public schools, etc. The plans for the approximately seven weeks that remained in the term called for a remedial program in reading and mathematics on Tuesday, Wednesday and Thursday of each week, from 3:30 p.m. to 5:30 p.m. In addition, speech therapy, music, art, and health education were provided in selected schools on designated days. Guidance Services were offered on Tuesday, Wednesday, and Thursday evenings from 6:00 to 9:00 p.m. The scope of this study encompasses only the evaluation of the reading and mathematics portions of the program.

The exact allocation of subjects offered, and the number of sections needed, were determined by the Board of Education with non-public school representatives. Principals of ASSC schools were asked to recruit teachers from their own staffs or those of neighboring schools for reading and mathematics. It was expected that the same teacher would serve all three sessions per week with either reading or mathematics. It was indicated that in some cases it might be desirable to break each two hour session into two one-hour sessions with two groups meeting the teacher each day.

Salary Schedules

Per Two Hour Session:

Supervisor, in Charge of Center	\$16.40
Teacher-Remedial Reading, Mathematics	12.95
Teacher-Speech Therapy	16.40

Teacher-Music	16.40
Teacher-Art Teacher	16.40
Teacher-Health Education	16.40
School Secretary	5.70

Per Three Hour Guidance Session:

School Psychologist	\$24.60
Guidance Counselor	24.60
School Social Worker	24.60
School Secretary, Guidance Center	12.90
Coordinator of Guidance Center	24.60
Stenographer	7.70

Selection of Pupils

The non-public school principal was to be responsible for the selection of pupils. Registration procedures and coordination of the program were to be determined at a meeting of the principals of the ASSC school and the non-public school. Frequent exchange of informal anecdotal data was also encouraged.

The registration and assignment of pupils to remedial classes was performed by the ASSC Supervisor. It was preferred that the supervisor be the assistant principal of the ASSC school. The non-public school principal was to be informed of the program assigned to each of the pupils.

Other Procedures

As indicated above, the ASSC Non-Public School Program began on Wednesday, April 27, 1966, and closed after the Friday, June 17, session. Sessions were not held on days when either the public school or the feeding non-public school were not in session. Because of the haste in setting up the program there were expected delays in receipt of materials and such forms as those needed for payroll, attendance, and other administrative aspects of the program. Supervisors were asked to

improvise and make the best use of whatever materials were at hand during those early stages of the program.

Enrollment and Attendance

This was an area that caused some controversy during the course of the program. The original directive of May 9, 1966 from Superintendent of Schools Bernard Donovan to the Principals of the ASSC schools announced that:

If there is non-participation by the feeding non-public school by Tuesday, May 10, 1966, you are hereby authorized to close your center. To the extent possible, we will try to relocate your assigned teachers to other center locations. With the closing of your center, teachers should be removed from the payroll. Payment will be made for only those days served by the teachers.

15 children should be registered for each remedial group. There should be an attendance of at least 10 for each session in these groups. Where the attendance falls below this, the supervisor should communicate with the parochial school, draw on a waiting list, and make every effort to keep attendance at a high level. Where attendance consistently falls below 10, groups should be consolidated and the position returned to this Office. . . .

This was interpreted by some to mean that the program was to be limited to non-public school students (see New York Times article, Appendix). However, on the next page of Superintendent Donovan's directive it stated that:

Although this program is designed to aid the disadvantaged children in non-public schools and to supplement the services of the public schools, no public school child should be turned away who comes from a public school within its attendance area and who has been directed to that center by that school.

The difficulty was presumably resolved by John B. King, Executive Deputy Superintendent of Schools, on May 20, in a supplement to and revision of the May 9, 1966 memorandum:

1. Selection and Placement of Pupils

All After-School Study Centers must be open to all children, public and non-public school pupils alike. Needs of children, rather than their schools of origin, should determine the organization of classes and groups. All classes and groups should, therefore, include both public and non-public school pupils.

2. Sessions of After-School Study Centers

Where necessary to do so, in order to include both public and non-public school children in classes or groups, principals are instructed to reschedule their present After-School Study Center sessions from 3:15 to 5:15 p.m. or at an earlier time to achieve this objective. Such a change will permit children from both public and non-public schools to attend during the same period of time and to participate in the same classes and activities and will avoid the separation of these children.

The Evaluation Program

Section 205 (a) (5) of the Elementary and Secondary Education Act (P.L. 89-10), Title I, states:

"That effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of educationally deprived children."

In a resolution dated April 27, 1966, the Board of Education authorized the Center for Urban Education to evaluate programs in Title I of the Elementary and Secondary Education Act of 1965. However, because of the delays in initiating the program, and the lateness in organizing the research, it was not possible to follow the outline as indicated in the original proposal (see Appendix).

Description and Methodology

During the fourth week in May, 1966, a team of four investigators (see Appendix) met to organize the evaluation. A random sample of 33 ASSC schools (see Appendix) was selected from the three boroughs of

New York City in which the greatest concentration of ASSC schools existed: Brooklyn, Manhattan, and the Bronx. One investigator covered Brooklyn, another the Bronx, and the two others divided the visitations in the Manhattan schools. In addition, 35 non-public schools which were the sending schools related to the 33 ASSC schools mentioned above, were visited. The size of the sample represents about 30% of the total population.

The evaluation methodology consisted mainly of interviews and observations, since the program was not in operation long enough to justify measurement of pupil change. Visits to the ASSC schools included interviews with the supervisors and teachers, and classroom observations. The objectives were to explore the following areas:

With the Supervisors

Procedures followed in organizing the ASSC

Rapport with non-public school

Coordination with the Board of Education

Supervision

Comments and Recommendations

With the Teachers and in Class Observations

General comments and recommendations

With the Non-Public School Principal

Procedures in selecting pupils

Rapport with public schools

Findings

Selection. Selection of the pupils was the responsibility of the non-public school principals. They employed a variety of strategies to initiate their schools entrance into the program. Some of the most enterprising called emergency meetings of the parents, others sent detailed letters home to explain what was happening. All seem to have required parental consent.

The majority of parents responded positively to the opportunity being offered. However, there was also significant negative response. Most numerous among the critical comments were:

"Why should I pay money to send my child to private school and then have to send him to public school for remedial work?"

"Why can't they offer these things in the non-public school?"

"It's too long a school day for my child!"

"It's too late to come home from school!"

"I'm afraid of my child's being attacked by the public school children."

In almost all of the non-public schools, the teacher's recommendation was the prime criterion for selecting pupils. Teachers tended to choose students who were more than one year behind in reading, with the reading level most frequently determined by scores on the SRA Reading Test. Among the other standardized tests used for selection were the Otis, New York State Arithmetic Test, and the Catholic Messenger Reading Test. Enrollment in the non-public school was in all cases deemed sufficient proof of the student's eligibility for the ASSC Program, and no further evidence of "educational deprivation" was necessary.

The amount of freedom given to the non-public school children deemed most in need of help varied with the home school. Some put no pressure at all on the students in regard to the ASSC, and made no attempt to check

on attendance or achievement, not because this was their usual way of operating but because they thought this to be the desire of the public schools; others coerced students into attending, saw that they got to the ASSC school, and carefully checked attendance.

The number of students to be selected from each grade was indicated to the non-public school principals by the principals of the ASSC schools. At times this communication was not clear and more students than allotted were chosen, or seventh and eighth graders would be sent to a K-6 public school and then sent back with the message that they could not be accommodated.

About half of the sending schools prepared grade lists and reading grades for the consideration of the ASSC supervisor in placing the pupils. Those schools which did not do so usually could have but either did not think of it, or did not have the secretarial services necessary to do the job.

After the original groups were settled in the ASSC schools, the sending schools prepared waiting lists of those students needing help, using the same criteria previously indicated. If the ASSC school filled vacancies as they developed from the sending school, these lists were used to determine which students should be sent. (In schools in which the non-public and public school students were integrated in the ASSC classes, these vacancies might be filled by public school students. Some supervisors, following the Board of Education memorandum of May 20, 1966, used vacancies as a means of mingling the public and non-public students).

Registration and Attendance

The enrollment for each remedial group was to be 15 children, with a minimal register of at least ten. Initially, when the register fell below this the supervisor was to contact the non-public school and try to maintain the enrollment by drawing upon a waiting list. When groups consistently fell below ten they were to be combined.

Seventeen non-public ASSC Centers closed because of inadequate registration and attendance prior to the memorandum of May 20. In that memorandum they were ordered reopened no later than Wednesday, May 25th. If enrollment or participation in any of the ASSC schools fell below capacity supervisors were to study the situation to determine the causes, and "conduct a vigorous campaign with the help of staff and parents in order to exert every effort to encourage greater participation on the part of all children, public and non-public school pupils alike, in the after-school study center programs." ¹ Reports on enrollment and attendance were to be submitted to the Superintendent of Schools on Friday of each week. This data was analyzed and rearranged as part of the evaluation to prepare the table on page 17.

As can be noted by comparing the registration with the number of sections, the number of students per section was held at about fifteen, the suggested maximum. Attendance averaged 58 per cent of registration, with attendance in reading about ten per cent higher than in mathematics. While registration tended to increase as the program advanced, there was a general decline in the per cent of registered students attending.

Some of the variables which influenced attendance warrant mention here because of the role they played in the functioning of the program. The exact weight that each should be given can only be inferred, but they should be taken into account in interpreting the data.

The manner in which the non-public school principal introduced the ASSC Program to her own staff, children and their parents, contributed in great measure to the children's eventual registration and attendance. If in orientating the parents of the children and the staff, the principal felt the program to be worthwhile and encouraged participation, considerable registration seemed

¹John B. King, Memorandum on After-School Study Centers for Non-Public School Children, May 20, 1966. Board of Education of the City of New York.

to follow. If the principal was relatively non-committal and passive, so were the parents, staff, and children.

The methods used by the non-public schools to get the children to the ASSC also had a hand in determining the number who attended. For example, some parochial school teachers gathered the children after dismissal from their non-public school and took them as a group to the ASSC. In some cases they even held students and delivered them for their 4:15 p.m. classes. These students had demonstrably better attendance records than students who were left on their own to arrive at the ASSC. Similarly, attendance was higher for students whose home schools had organized parents to collect the students and take them to the public school ASSC.

A number of the ASSC supervisors themselves were active in attempting to keep participation by the non-public schools at a high level. They could often accomplish this by scrupulously reporting individual student's attendance on a daily basis to the home school principal and by discussing any problems that might have led to a student's absence. Use of report cards and attendance certificates by the ASSC supervisor also stimulated greater student involvement.

Disruptive influences on attendance and registration were likewise apparent. On Wednesdays many of the parochial schools dismissed their students early because of religious instruction. Only the most conscientious of pupils would then appear for the ASSC. Parents played a crucial role in withdrawing already enrolled students from the program. There were a few instances of fights and contention between the public and non-public school pupils, and some parents who heard of these feared that their own children might become implicated, and withdrew them. The dismissal time of after 5:00 p.m. led some parents to feel that they should pick up their children at the public

school, but they found it inconvenient or impossible to do so, and thus withdrew them. Other parents made demands on the children's after school time for such tasks as shopping, cleaning, and baby-sitting that interfered with their presence in the ASSC.

Some of the pupils who dropped out of the remedial and tutorial classes with which this study is concerned did not leave the ASSC altogether. In many schools the students found after enrolling in reading and mathematics that they could attend classes in art, music, or health education instead and changed their programs.

One further factor must be taken into account in interpreting the attendance data. With only a few exceptions, the Jewish non-public schools chose not to participate in the full ASSC Program. The Centers fed by these schools closed for lack of attendance, and then reopened to accommodate any interested pupils, public or non-public. Therefore, attendance figures from these Centers are irregular and fluctuated considerably.

Supervision and Organization

The guide lines for the supervision of the program stated: ¹

- 5.1 Assistant Principals (elementary) are to be assigned as building supervisors. Where an assistant principal is not available, acting assistant principals, junior principals or principals may fill the assignment. The supervisor is expected to be on the roster of the ASSC school. Only in very exceptional cases may the supervisor come from another elementary school; the approval of the district superintendent and this office must be obtained for this.

¹Bernard Donovan, Memorandum on After-School Study Centers and Enrichment Program for Non-Public School Children, May 9, 1966. Board of Education of the City of New York.

Supervision and Organization (Continued)

- 5.2 The supervisors are to be assigned for those days scheduled for center operations.
- 5.3 These supervisors must assume responsibility for
- Adapting the objectives and program to the individual pupil needs
 - motivating pupil attendance through appropriate procedures involving pupils, teachers, guidance counselors, parents, etc.
 - training teachers
 - supervising and coordinating schedules, payrolls, attendance and other records, materials, health and safety measures, etc.
 - coordinating the After-School Study Center Programs with the non-public school from which pupils are drawn
 - evaluating programs
 - recruiting, training and assigning volunteers to work under direction of teachers
 - fire drills to be held periodically to acquaint non-public school pupils with our fire drill regulations.
- 5.4 In those schools where there is an existing ASSC for public school children, the supervisor of that center is also responsible for the supervision of the additional teachers in the non-public school program. If the total number of teachers assigned to serve non-public school pupils is five or more, application may be for authorization to assign an additional supervisor.

In the majority of cases the supervisor of the ASSC was the assistant principal of the school in which the Center was located, though in a number of schools the principal was also the ASSC supervisor. There were about as many variations in programming as are possible given a two-hour period, several math and reading sections, and as many teachers. In most cases, where both math and reading were offered, the students took each for one hour, generally with different teachers. There were also some teachers who taught both reading and math, some students who took either

reading or math for the two hours, and others who took either reading or math for an hour and then "enrichment" for the other hour.

Almost all of the non-public ASSC schedules initially ran from 3:30 to 5:30 p.m. Some changes occurred after the May 20 memorandum and are discussed in the section on Mingling. Each session was split into two periods of approximately one hour each.

Most of the supervisors sampled grouped their classes homogeneously, after informally testing the pupils. In some cases they had records from the sending schools on which to base their decisions. A few of the non-public schools even suggested class groupings, generally based on a combination of grade and reading level. Unequal class registers were invariably the result when supervisors grouped strictly according to grade level, for the non-public schools did not necessarily send pupils based on an equal number from each grade.

Supervisory methods also varied. Most supervision was limited to informally visiting the classes each day. Some supervisors required lesson plans and/or logs and examined them; others suggested lesson plans; a few did not require plans or logs. For the most part it seemed that teachers were left to work out their own classroom problems with little supervision either requested or offered. Since most of the teachers were drawn from the regular faculty of the public school and therefore the supervisor and teachers were familiar with one another, to a certain degree the relaxed standards of supervision are quite understandable.

Coordination

The program was generally begun with a face-to-face meeting between the principals of the non-public school and the ASSC school. While there were some staff members from the non-public schools who visited the Centers, for the most part there was little personal contact between the public school and non-public school groups. Examples were seen at the other extreme, however; at least three ASSC schools arranged full staff meetings between ASSC teachers and those from sending schools.

After the initial meeting most contact between the supervisors and the non-public principals was by telephone. These talks concerned attendance and the rare discipline problems that occurred. Some of the supervisors went further by sending periodic individual attendance and pupil progress reports to the sending schools. One saw to it that the papers of children that showed progress or extra effort got back to their official teachers.

When asked to sum up their feelings concerning the coordination that took place, both the non-public and public school principals felt a need for more time to better organize their efforts, but they also felt that the general rapport that had developed was excellent.

Mingling

It was indicated previously that one of the areas of controversy and misunderstanding concerned whether the ASSC for non-public school children was meant to include public school students, and whether the ASSC for public school students should be integrated with the non-public program. Executive Deputy Superintendent King, in the memorandum of May 20, 1966, had stated that "All after-school study centers must be open to all children, public and non-public school pupils alike. . . . All classes and groups should, therefore, include both public and non-public school pupils."

Whereas the public ASSC's had been scheduled from 3:00 to 5:00 p.m., the non-public ASSC's in the same schools were running usually from 3:30 to 5:30 p.m. Principals were instructed to reschedule their ASSC classes to the period from 3:15 to 5:15 p.m., or earlier, in order to include both non-public and public school children in the same classes.

The large majority of schools in our sample disregarded this portion of the memorandum. The supervisors continued to run separate public and non-public sessions, often on different floors of the building. The reason most commonly stated was that they had received the memorandum too late and it would be too difficult to reschedule the entire program. Moreover, it was felt that it would be educationally unsound to require the students to adjust to a new teacher for the brief time remaining, and difficult for the new teacher to get to know the individual student well enough to be able to be effective in overcoming their educational handicaps.

In many cases these separate programs represented not so much a conscious attempt at keeping the groups apart, but rather a more practical means of organization. If a supervisor found that he already had a full section of non-public school students, he saw no reason to disturb it. The most common method used to follow the intent of the memorandum was to wait until there was a drop in the register of the non-public classes. Instead of following the practice of going to the non-public waiting list, the supervisor would then put a public school student in the empty place.

Staff

Since the non-public ASSC was started after the public program, teachers were selected from those who were in a sense "left over." Supervisors indicated that they selected their staffs from the most competent of the volunteers.

All rated their staffs as at least average, with a number stating that they represented a better than average cross-section of teachers and were as competent as those who had originally applied for the public ASSC. Most of the supervisors were able to comply with the Board of Education's request to select faculty from their own schools, although there were several who could not find sufficient volunteers and had to solicit outside.

The teachers also reflected a wide range in years of service. They varied from the newly appointed to those with more than twenty years experience, with a mean of about two to three years. That the mean is fairly low may be accounted for in part by the fact that many of the older teachers who might otherwise have been interested in this opportunity had already committed themselves to jobs elsewhere at the beginning of the school year.

Class Visits

The generally informal, relaxed atmosphere created by the teachers, and the restrained behavior of the students, were two features that stood out in the class visits. According to the teachers they were more interested than the regular students and easier to teach.

The teachers were rated as good to excellent by the evaluation team. Much use was made by the teachers of individually prepared mimeographed lessons. Some schools were well-stocked with materials, the SRA Reading Labs being most commonly used. Other materials included some new basal readers, the Mac Millan Reading Spectrum, New Continental Practices in English, and Moving Ahead in Arithmetic.

On the other hand, an equal number of schools were at the opposite extreme. Teachers tried to make do with seriously inadequate materials. Promised supplies did not arrive on time. Some teachers resented having to use the public school equipment with non-public school children because they feared it might result in their own students being neglected. In some cases they had the non-public students bring their own texts from their home schools and used them for instruction.

REGISTRATION AND ATTENDANCE IN NON-PUBLIC ASSC PROGRAM

READING				MATH				READING AND MATH COMBINED				
Wk Beginn- ing	No. of Sect.	Registra- tion	Attend- ance	Per- cent Attend- ing	No. of Sect.	Regis- tration	Attend- ance	Per- cent attend- ing	No. of Sect.	Regis- tration	Attend- ance	Per- cent attend- ing
4-25-66	4.1	74	150	65	1.3	10	45	51	5.0	74	160	60
5-2-66	4.3	50	115	77	2.0	31	70	66	5.7	83	170	73
5-9-66	3.8	53	125	78	2.2	32	68	72	5.8	85	177	76
5-16-66	3.7	61	76	42	2.2	33	43	43	5.7	87	107	42
5-23-66	3.8	60	109	61	2.1	32	57	61	5.8	80	150	61
5-30-66	3.9	60	108	61	2.2	33	53	54	6.0	92	141	58
6-6-66	3.8	66	74	41	2.1	36	43	40	5.9	91	118	41
6-13-66	3.7	66	124	63	1.7	32	30	35	5.3	95	101	52
Total	3.9	61	110	61	2.0	30	51	53	5.2	86	141	58

Notes:

Data is for school in study sample

"Number of Sections"= mean number of sections formed. Number of reading and math sections combined is not necessarily the total of separate reading and math because some schools reported only the combined figures.

"Registration"= mean total registration for the three day week

"Attendance"= mean total attendance for the three day week

"Per Cent Attending"= Completed by dividing1) Registration by No. of Sections to get number of students per sections

2) Total weekly attendance by 3 to get average daily attendance

3) 2 by 1 to find percent attending

COMMENTS AND RECOMMENDATIONS

This section deals with some of the more subjective data gathered as part of the evaluation of the non-public ASSC program and discussion by the evaluation team. It is divided into three sections: reactions to the program as it existed, problems to consider for the future, and a general summary.

The most positive aspect of this first stage of the non-public ASSC program was the generally congenial relationship that existed between the non-public schools and their local public schools. Communication was established and each party felt that the other was genuinely interested in working together to help solve the student's problems. At the same time both the non-public and the public school staffs were put under increased pressure as a direct result of the haste with which this program got underway, and as a result some bad feelings developed. Consideration of some of these might enable those in charge of future ASSC programs to avoid or deal with them.

For the non-public schools the question of interesting the students and possibly more important, their parents, in participating in this program was a troublesome task. The limited time that the non-public school principals were allotted to inform the parents and select the candidates for the Centers made the job much more difficult. In many cases the principals themselves were not clear as to the content and structure of the program and therefore could neither communicate the information clearly nor adequately answer questions as they arose. Many of the parents who send their children to the non-public schools do so because they have a "Blackboard Jungle" image of the public schools. A great deal of time, thought and effort needs to be given to erase that image so that these parents will be willing

to permit their children to make use of the opportunities offered in the ASSC.

Selection of pupils for the program posed some difficulty because of the serious understaffing in the non-public schools. In most cases there was no secretarial help available to make up rosters, copy grade levels and test results, or indicate suggested grouping or areas needing remedial work. As a result, the already overworked principal felt obliged, though reluctantly, to accept the burden of the necessary clerical work.

For the public school principals and supervisors the setting up of the Centers was equally arduous. The tasks of establishing contact with the non-public schools, collecting a staff, setting a schedule, programming students, etc., in less than three days time meant that ordinary responsibilities had to be set aside and work done for the non-public ASSC during public school hours. Many supervisors both questioned the ethic of having been forced into this position and resented not being able to service their own students adequately during this period.

Staffing of the program at such short notice created several problems. In the attempt to rapidly assemble teachers, some responded to the call without fully considering the implications of the added work. These teachers found that they had to be absent frequently, or dropped out of the program altogether. The resulting disruption in the classroom would be followed by decreased attendance on the part of the students and loss of faith in the program by the non-public school personnel. More than one non-public school principal identified these phenomena as the cause of the decrease in attendance in the ASSC by her children.

The ASSC supervisors also found it difficult to comprehend the

salary schedule and explain it to their staffs. (See appendix) No one seemed to understand how the salaries were arrived at or why they had gained approval. Some of the supervisors' difficulties with the schedule may have arisen because they were paid the same \$16.40 per two-hour session as the "specialty teachers" and they felt their efforts and responsibilities were worth more.

A remedial reading or mathematics teacher could be as much a specialist as a music, art, or health education teacher, yet the remedial teachers were paid \$12.95 as compared to the "specialists" at \$16.40 per two-hour session.

The job of the supervisors was made even more difficult by confusion resulting from hasty implementation. Part of this can be explained as the usual sort of difficulties that arise in getting any new program underway. Part can be explained by changes in the personnel at the Board in charge of the non-public ASSC program during the course of the program. But a major portion of the responsibility must lie with the planners and developers of the entire program who were vague both in working out and communicating such details as starting time, procedures for mingling the non-public and public school children, objectives of the program, etc. As a result, supervisors who called the Board to get answers to problems they were having, received the impression that those on top did not understand what was going on. To add to this dilemma more interest was shown in this program in terms of the press, the various evaluation teams from the Center for Urban Education, and public officials, than had ever been shown in the public ASSC. (Some public ASSC supervisors regarded this rather cynically). On the one hand the supervisors felt confused and unsure of themselves in the administration of the program; on the other hand, they were more in the

limelight than ever before. Furthermore, the kind of administrative assistance that supervisors had come to expect in the public after School Study Centers was not available in the non-public School Centers until several weeks after the start of the program. Supervisors were warned to "expect" delays in attendance forms, salary forms, instructional materials, etc., and unfortunately the warnings came to pass.

In considering the future of the program, interest centered around two main areas: where should it meet and when. Opinion was almost unanimous from both non-public and public school personnel that it would be much more practical to hold the Centers in the home schools. This would solve some of the more difficult attendance and transportation problems. A number of non-public and public school people also felt that the present structure made too long a day for the students. In addition to favoring the Center's location in the non-public schools, they also suggested that the classes be worked into the regular school day.

If the program is to be continued in the public schools, the whole matter of attendance will need further study. Many students require transportation to and/or from the ASSC in order to participate. Without some arrangement made, pupils will be excluded because of parental fears of their traveling alone at the hour at which the ASSC closes. Several of the non-public principals predict that attendance will drop substantially during the winter months when it gets dark early and weather interferes more with the travel.

The practicality of mingling the non-public and public school programs will also have to be considered further. Because of the time needed to travel from the home to the ASSC school, it is not feasible to start most of the non-public programs before 3:15. However, if the public program is held

up to wait for the non-public school children, both teachers and students will be offended and inconvenienced by the delay. It would appear to be difficult to have the same starting times for both programs in many ASSC schools.

Mingling may bring up other issues. Some of the non-public school principals expressed great concern about their students being in the same classes with public school children. They felt that their children were above the academic level of public school children of the same grade. This is supported by comments from the ASSC teachers who found the non-public school students to be easier to teach and functioning on a higher level than their regular students. In addition there is fear that "trouble" might start between the two groups. Some of the non-public principals said that they could no longer encourage their pupils to attend the ASSC if mingling took place, or that even if they did encourage them the parents would object.

In conclusion, the following suggestions were made for improving the program:

1. Allow much more time prior to the opening of the program for conferences both between the non-public and public schools and within the schools themselves. Both parties need to be encouraged to initiate contact since there is some hesitancy to do so.
2. Organize the co-ordinating office at the Board of Education so it can be more responsive to the needs of the After School Study Centers. Be sure that schools are adequately supplied, that materials arrive in time to be used, and that whatever forms are necessary for the administration of the program are available at the program's inception.

3. Prepare public information personnel and materials for use by the non-public and public schools in interesting parents and students in the program. The ASSC will collapse without parent support, and many parents need to develop a more accurate and less fearful image of the public schools. Inviting the parents to school activities and meetings might help break down some barriers.
4. Extend the program in all schools to include the 7th and 8th grades, or have suitable referral available.
5. Arrange appropriate transportation to and from the Centers wherever necessary. One possibility might be the development of central depots in each area for the dismissal of students. A solution to the transportation problem could be the increased use of decentralized "store-front" schools with several such tutoring offices in each neighborhood closer to the children's homes.
6. Re-examine the salary schedules for reading and mathematics teachers. Their pay should at least be the equivalent of other "specialists" in the ASSC.
7. Reconsider the decision that led to the introduction of this program at such short notice and its concurrent evaluation. There is growing dismay that this precipitous approach is becoming typical of programs dealing with the disadvantaged and the resulting disorder may result in feeding critics of the federal programs. The seven weeks that the program ran might have been more advantageously used in planning a better conceived and better organized program for the following term.

8. Continuation of this program should be accompanied by research of the nature indicated in the original prospectus. If children are to be encouraged to spend additional hours in school, more must be known of the effect upon them.

Dist.	Location	F.S. Non-Public School Name	Class sections in		Distance in Blocks	Grade span	Total Register	Projected Register	Staff	
			After-School	Study Center					T	S Sy
*3	51	Holy Cross St. Clemens Mary	2		5	1 - 8	232	30	2	1 1
3	33	St. Michael St. Columba	6		6	1 - 8	272	30	2	1 1
*3	11	Guardian Angel Chelsea Creek-Amer. St. Francis Xavier	3		1	1 - 8	596	60	4	1 1
3	111	Sacred Heart St. Joseph (Monroe St.) St. James	5 3		1 1	K - 8	463 760	45 75	2 5	1 1 1 1
*4	129	Annunciation	4		2	1 - 8	596	60	4	1 1
4	133	All Saints			2					
4	101	Commander Shee	4		3	1 - 8	667	60	4	1 1
4	83	Our Lady Queen of Angels St. Ann			4 2					
4	78	Holy Rosary Our Lady of Mt. Carmel	5		3	K - 8	553	45	3	1 1
4	125	Corpus Christi St. Joseph	5		3	1 - 8	421	30	2	

PUBLIC SCHOOL LOCATIONS FOR SERVICES TO DISADVANTAGED
CHILDREN IN NON-PUBLIC SCHOOLS

Grand Total: 91 receiving (public) schools
133 sending (non-public) schools

Dist.	P.S. Location	Non-Public School Name	Class sections in After-School Study Center	Distance in Blocks	Grade Span	Total Register	Projected Register	Staff T S Sy
Manhattan								
*1	122	St. George	3	6				
*		St. Stanislaus		3				
*		St. Bridgid		2	1 - 8	472	45	3 1 1
*1	34	St. Mary Help of Christians	2	1	K - 8	346	30	2 1 1
*1	63	Most Holy Redemer	4	1	1 - 8	585	60	4 1 1
*1	20	Our Lady of Sorrows	4	6	1 - 8	643	60	4 1 1
*2	116	St. Stephen	4	7	K - 8	348	30	2 1 1
		Our Lady of the Scapular		6	K - 8	346	30	2
2	168	St. Lucy	7	1	1 - 8	364	30	2
		St. Cecilia		2	1 - 8	776	75	5 1 1
*2	198	St. Francis De Sales	5	4	1 - 8	711	75	5 1 1
3	130	St. Patrick	6	5	K - 8	660	60	4
		St. Alphonsus		7	1 - 8	175	30	2 1 1
		Transfiguration		4				
3	41	St. Bernard		7	K - 8	471	45	3 1 1
		St. Anthony	9	6				
		St. Joseph (Christopher St.)		7				
		Our Lady of Pompei		9	K - 8	616	60	4
		St. Luke		7	K - 8	221	30	2

Code

* - In study sample
Distance in Blocks - Distance between sending and receiving schools
Grade Span - Grades in Non-Public School
Total Register - Total Number of students in Non-Public School
Projected Register - Expected number of students to be enrolled

AFSC Staff - AFSC Staff in public school AFSC

T - Teachers

S - Supervisors

Sy - Secretaries

Vacant spaces indicate no data available

Dist.	P.S. Location	Non-Public School Name	After Schl. Study Center	Dist. in Span	Grade Span	Total Reg.	Proj. Reg.	Staff T S SY
19	45	Fourteen Holy Martyrs	9	11	K-8	1063	105	7-1-1
	73	Our Lady of Lourdes	5	3	K-8	782	75	5-1-1

Queens

23	127	St. Gabriel	5	6	1-8	808	75	5-1-1
23	112	St. Patrick		4				
23	76	St. Rita	5	3	1-8	767	75	5-1-1
23		St. Mary	5	30	1-8	763	75	5-1-1
24	14	St. Leo	5	18	1-8	590	75	5-1-1
26	143	Our Lady of Sorrows	4	11	1-8	727	60	4-1-1
27	123	St. Clement Pope		12				
28	50	St. Pius V	4	2	1-8	600	60	4-1-1
29	48	St. Monica	2	10				
29	36	St. Catherine of Sienna		4				
30	42	St. Michael's		20				
30	10	St. Elizabeth		20				
30	25	St. Aloysius		20				
30	402	Lieut. J.P. Kennedy Home						

Dist.	P.S. Location	Non-Public School Name	After Schl. Study Center	Dist. in Span	Grade Span	Total Reg.	Proj. Reg.	Staff T S SY
7	37	St. Pius St. Peter St. Luke		2				
*7	29	St. Adalbert S.S. Peter & Paul	4	8 7	1-8	637	60	4-1-1
8	39	St. Athanasius		2				
*8	146	St. Augustine	4	7	1-8	680	75	5-1-1
*9	35	St. Angela Merici	5	1	1-8	762	75	5-1-1
9	42	Our Lady of Victory		4				
*9	88	Yeshiva Zichromoshe		3	K-8	690	75	5-1-1
*10	32	St. Joseph	5	15	1-8	717	75	5-1-1
*12	20	St. John Guryostom	6	2	1-8	978	90	6-1-1
*12	150	St. Anthony of Padua	4	3	1-8	575	60	4-1-1
*12	6	St. Thomas Aquinas	5	1	1-8	817	75	5-1-1

Brooklyn

*13	287	St. James	3	5	1-8	476	45	3-1-1
13	9	St. Joseph						
13	3	St. Peter Claver	6	2	1-8	320	30	2
		Nativity of our Blessed Lord		4	1-8	696	75	5-1-1

Dist.	P.S. Location	Non-Public School Name	After Schl. Study Center	Dist. in Block	Grade Span	Total Reg.	Proj. Reg.	Staff T S SY
15	32	Our Lady of Peace	4	7	1-8	744	60	4-1-1
*15	29	St. Agnes	11	3	K-8	386	30	2-1-1
		St. Charles Borromeo		3	1-8	633	60	4
		St. Paul		6	K-8	447	30	2
15	58	St. Peter		6	1-8	831	75	5-1-1
15	30	St. Mary Star of The Sea	13	5	1-8	1167	120	8
*15	261	Sacred Heart of Jesus & Mary	4	4	1-8	717	60	4-1-1
16	304	Visitation of B.V.M.	2	5	K-8	271	30	2-1-1
16	28	Angyrios Tantis School	2	2	1-8	772	75	5-1-1
16	274	St. Ambrose	2	8	1-8	240	30	2-1-1
16	262	St. Benedict	15	3	K-8	826	75	5-1-1
16	309	St. Mark's Lutheran		1	1-8	724	60	4-1-1
17	138	Holy Rosary	7	3	K-8	185	30	2-1-1
		Our Lady of Good Counsel		4	1-8	679	45	3
		Epiphany Lutheran						
		St. Gregory						
		St. Theresa of Avila						
17	91	St. Francis of Assis	5	3	1-8	897	75	5-1-1
17	316	St. Theresa of Avila		1				
17	167	St. Matthew	9	2	1-8	766	75	5-1-1

Dist.	P.S. Location	Non-Public School Name	After Schl. Study Center	Dist. in Block	Grade Span	Total Reg.	Proj. Reg.	Staff T S SY
13	44	Our Lady of Victory	4	7	1-8	727	60	4-1-1
*13	157	St. Patrick	4	2	1-8	651	60	4-1-1
*13	20	Queen of All Saints	3	3	1-8	561	45	3-1-1
*13	46	Sacred Heart	3	1	1-8	501	45	3-1-1
13	282	St. Augustine						
*13	8	St. Charles Borromeo	2	8				
14	168	All Saints	2	2	1-8	407	30	2-1-1
	274	St. Marks Lutheran		8				
14	17	Annunciation	2	3	1-8	379	30	2-1-1
14	18	Immaculate Conception	2	2	1-8	408	30	2
14	16	Epiphany	4	6	1-8	378	30	2-1-1
14	59	St. John the Baptist	5	7	K-8	836	75	5-1-1
14	250	Most Holy Trinity	6	2	K-8	730	60	4-1-1
14	132	St. Cecelia	8	7	1-8	1279	120	8-1-1
		St. Nicholas	3	6	1-8	463	45	3-1-1
		St. John the Evangelist		5				
14	37	S.S. Peter & Paul	4	3	1-8	600	60	4-1-1
14	122	Transfiguration	10	5	1-8	873	75	5-1-1
16	75	Calvary		2				
		St. Cyprian		2				

Dist., Location	P.S.	Non-Public School Name	Class sections in		Distance in Blocks	Grade Span	Total Register	Projected Register	Staff	
			After-School Study Center						T	Sy
4	79	St. Paul	4		4	1 - 8	630	60	4	1 1
4	154	St. Aloysius			7					
*5	191	St. Paul The Apostle	4		2	K - 8	287	60	4	1 1
*5	165	Ascension	4		1	1 - 8	685	60	4	1 1
*5	75	Holy Name	7		3	1 - 8	1,096	105	7	1 1
*5	113	St. Thomas the Apostle	3		5	1 - 8	545	45	3	1 1
5	9	Holy Trinity	2		3	1 - 8	282	30	2	1 1
		St. Gregory			7					
5	199	Blessed Sacrament			2					
6	194	Our Lady of Lourdes	4		2	1 - 8	705	60	4	1 1
6	175	St. Marks			7					
6	28	St. Catherine of Genoa	2		3	1 - 8	347	30	2	1 1
6	90	Resurrection			8					
*6	123	St. Charles Borromeo	3		3	1 - 8	499	45	3	1 1

BRONX

*7	124	Greek-American Inst.		2		7							
		St. Anselm		7									
7	49	St. Jerome		5									
7	18	St. Rita											
*7	1	Immaculate Conception		8									
		Our Lady of Pity											

THE AFTER-SCHOOL STUDY CENTERS FOR DISADVANTAGED PUPILS
IN SELECTED PUBLIC ELEMENTARY AND JUNIOR HIGH SCHOOLS

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Article in New York Times, June 3, 1966

CITY CLEARS SNAG IN AID TO PUPILS

After-School Centers Must Admit All Disadvantaged Pupils

The Board of Education has directed that the city's after-school centers for disadvantaged children "must be open to all pupils." It acted after receiving complaints that many of the Federally financed centers were admitting only parochial-school pupils.

The centers, which are operated in public-school buildings, provide tutorial and remedial programs in reading and arithmetic. Some also offer enrichment programs in art, music, health education and other fields. All are supported by funds obtained under the Elementary and Secondary Education Act, which was passed last year by Congress.

One Board of Education member, Dr. Aaron Brown, reported that at a Brooklyn public school he had visited, parochial-school pupils were admitted to the center while the school's own pupils - who, he said, were in greater need of help - were barred.

Closings Reported

Among other complaints made, which school authorities have tacitly admitted, were the following:

Some centers closed because few parochial-school pupils enrolled, even though many public-school pupils would have attended if given the choice.

Other centers admitted pupils without distinction but provided separate programs on different floors for public and non-public-school pupils, apparently to prevent the mingling of children.

City school authorities said yesterday that the situation had developed unintentionally because of a misinterpretation of directives by some officials. They added that the recent order "should straighten out matters."

Directive Misinterpreted

Under the Elementary and Secondary Education Act, public-school systems receiving Federal aid must provide equivalent services to disadvantaged pupils attending non-public schools. The city system opened 53 after-school centers for its own pupils with Federal funds last October. In March, Dr. Bernard E. Donovan, the Superintendent of Schools, proposed to the Board of Education that other such centers be operated by the city system in parochial schools for disadvantaged children there.

But the board, the following month, decided that the parochial-school pupils should be accommodated at centers operated in public-school buildings. Twenty-four additional centers were then authorized.

A directive sent to local public-school officials gave details of the additional centers, referring only to serving non-public-school pupils. Many administrators thus assumed that they were to exclude public-schoolpupils from these centers, many of which were opened in neighborhoods that were not being served by previously established centers.

This assumption, board authorities said yesterday, was wrong.

"It was never our intention to exclude any educationally deprived youngster from any after-school study center," one official commented.

The complaints were brought to the school board's attention by the United Parents Associations and the Citizens Committee for Children. Both organizations had sent representatives to the centers to confirm the charges made by parents of public-school pupils.

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CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Educational Practices Division
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Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Project

A PROJECT TO PROVIDE TEACHER-SUPERVISOR TRAINING NEEDED TO IMPLEMENT IN 12 SCHOOLS SERVICING DISADVANTAGED PUPILS THE PHILOSOPHY, OBJECTIVES, CURRICULUM, BEING DEVELOPED FOR DISADVANTAGED PUPILS IN THE NEW TYPE OF INTERMEDIATE (MIDDLE) SCHOOL.

Dr. Marshall Tyree
Project Director

August 31, 1966

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Project Description

The Board of Education of the City of New York will open 14 Pilot Intermediate schools in September, 1966. In order to facilitate the operation of these schools, a training program for teachers and supervisors was conducted. The nature of the project, its objectives and procedure as described by the "Project Description," formulated by the Board of Education, is as follows:

4. NATURE OF THE PROJECT: In order to achieve "Excellence in Education," based on quality education in an integrated setting, a new type of Intermediate (Middle) School, will be initiated in September, 1966, in 12 *Intermediate Schools enrolling a high proportion of disadvantaged children. The design for the Intermediate School includes a new type of curriculum; more creative use of the school plant to meet individual needs of all children; changes in teaching assignments; the introduction of new materials, equipment and approaches to insure progress of all pupils.

Because of the comprehensive nature of the changes planned, the staff of the 12 Intermediate Schools to be involved will need an effective teacher-supervisor training program during the spring and summer, 1966. In addition, selected personnel from the 58 Primary Schools sending pupils to the 12 Intermediate Schools will also need to be oriented in order to have an accurate understanding of the Intermediate School program.

5. OBJECTIVES:

5.1 To provide training for the staff of the 12 Intermediate Schools servicing a large number of disadvantaged children in order to develop a clear understanding of the new type of instructional program to be initiated in September, 1966.

5.2 To provide for the involvement of the staff of the 12 Intermediate Schools to open in September, 1966, in the programs and curriculum as they are being developed.

5.3 To provide orientation of selected personnel from the Primary Schools feeding the 12 Intermediate Schools in order to give these persons an understanding of the design of the new Intermediate Schools as a guide to their own teaching and as a basis for discussion with parents.

*Although 12 Pilot Intermediate Schools were originally designated, only 11 Pilot Intermediate Schools will be established.

6. PROCEDURE:

a. Program

6.1. For the Staffs of the 12 Intermediate Schools, the following teacher-supervisor orientation program will be planned;

6.1.1. Time Schedule: Workshops will be scheduled for 5 after-school sessions during April, May and June, and for 5 sessions during August.

6.1.2. Personnel: Participants in the program will include the following staff members from each of the 12 Intermediate Schools involved:

- | | |
|-------------------------------------|----------------------------|
| - All 5th and 6th grade teachers | - 2 lab assistants |
| - 6 teachers at the 7th-grade level | - 1 school secretary |
| - 1 principal | - guidance counselors |
| - 3 assistant to principals | - special teachers |
| - 1 administrative assistant | (corrective reading, etc.) |
| | - 6 demonstration teachers |

Consultants in all subject areas of the curriculum will be used at these sessions. The consultants will include directors, assistant directors, coordinators of special projects and special personnel from colleges and universities. A coordinator will be assigned to work with other personnel involved on room arrangements; agenda, materials, etc., for the workshops.

6.1.3. Scope of the Sessions: The agenda of the 10 sessions will include discussions on the nature of the children in the Middle School, objectives and philosophy of the program, use of the school plant, evaluation, etc. Orientation in relation to the new curriculum for the Intermediate Schools will be stressed. Staff involvement in curriculum development will also be emphasized.

6.1.4. Meeting Place: The April 25th meeting will be held at Washington Irving High School. The 7 small-group workshops will be held in 12 schools located in the 11 district superintendents' areas in which the 12 Intermediate Schools are located.

6.2. For the Staffs of the 58 Feeder Primary Schools, the following teacher-supervisor orientation program will be planned:

6.2.1. Time Schedule: One workshop will be held after school during May.

6.2.2. Personnel: The following staff members from each feeding Primary School will attend: 1 principal, 1 assistant to principal, 2 teachers.

6.2.3. Scope of the Sessions: The session will be held in conjunction with the session attended by the Intermediate School staff. Sessions will be devoted to discussions of the philosophy, objectives, Educational Planning Program, curriculum, etc., of the Intermediate Schools.

6.2.4. Meeting Place: The session for the staff from the feeder Primary Schools will be held at the same time and place as the after-school session for the Intermediate School staff.

Evaluation

The Center for Urban Education was requested to evaluate the project. An evaluation team of eight observers, selected for their expertise in fields with which the program was concerned, attended training sessions and two questionnaires were administered to participants. 91 replies were received from the first questionnaire which was designed to secure information from participants in sessions held in April, May, and June; 363 replies were received from the second questionnaire which sought to secure information from teachers participating in the August workshops. Information from reports written by observers and from responses to questionnaires form the basis of this report.

Orientation Sessions

Central

On April 25, 1966 62 selected members of the professional staff attended a "kick-off" session held at Washington Irving High School. The late Dr. Joseph O. Loretan, Deputy Superintendent, gave an overview of the goals for the new intermediate schools, and the proposed changes in curriculum for grades five and six. More detailed consideration of innovations was presented by other speakers who had been involved with the development of the program. Considerable emphasis was given to the plan of relinquishing the traditional 45 minute periods, and substituting 20 minute "modules." The use of "modules" along with team teaching, it was suggested, would offer greater opportunity for flexibility in programming as required by pupil, teacher, and subject needs.

The experimental nature of the program was stressed and plans for the teacher-supervisor training project were announced.

Time was provided for questions and discussion.

Local

District orientation meetings were held in each of the junior high schools designated as Pilot Intermediate Schools on May 9, 1966. A total of persons from the faculties of the pilot schools and elementary "feeder" schools attended these sessions.

Although the sessions varied in format from school to school, they were concerned with the same topics discussed in the central orientation meeting. District Superintendents, principals, assistant principals, teachers, and, in some instances, consultants not connected with New York City Schools, were discussion leaders.

Observers reported that they sensed considerable insecurity on the part of participants who raised questions about parental reactions, the self-image of pupils grouped according to ability, the restlessness of younger children, and new expectations for teachers. In spite of these questions and possible insecurity, the willingness to cooperate was widespread. In one session, a teacher concluded: "It won't work," and attempted to explain why. Before he had finished stating his objections, the reaction of his colleagues was so obviously one of opposition to his contribution, that the chairman had no need to reply, other than to note that the objector was clearly outnumbered.

Other matters could not be dismissed as easily. Some questions went unanswered because the persons to whom they were addressed lacked the information ("I've attended only one meeting") and because answers to many questions were not available, inasmuch as curricular materials were in the process of being developed.

In each of the sessions, duplicated materials, containing highlights of the plans for the Pilot Intermediate Schools, were used, and, in some instances, a bibliography of suggested readings about middle schools and team teaching was distributed.

When members of the professional staff of the schools, who played a leadership role in this meeting and who later were participants in subsequent training sessions, were asked whether they felt that they had been prepared for this role, 80% replied that they were at least adequately prepared.

b. If "Yes": To what extent were you prepared for your role?

Very well prepared	33%
Adequately prepared	47%
Poorly prepared	20%

Those who felt poorly prepared (20%) gave insufficient advanced notice as the reason.

Spring Training Sessions

Approximately 200 representatives from the designated Pilot Intermediate Schools attended the training sessions held at Brandeis High School on May 16, June 6, and June 20, from 4 to 7 p.m. At each of the sessions participants met in groups determined by curriculum area, and on Wednesday, June 20, prior to group meetings, all participants met together in the auditorium. The Assistant Superintendent in charge of the program discussed some administrative matters and the Deputy Superintendent, spoke about the philosophy of the Pilot Intermediate School program with emphasis on its decentralization. District Superintendents and principals, rather than the central office Board of Education have freedom to experiment.

Most of this experience had been secured within the New York Public Schools. About half of the participants had been employed by the system over 10 years.

3. How many years have you taught in New York City schools?

<u>Years</u>	
1-5	<u>26%</u>
6-10	<u>27%</u>
11-15	<u>24%</u>
16-20	<u>10%</u>
21-25	<u>7%</u>
Over 25	<u>6%</u>

Their educational background ranged from one participant who did not possess a bachelor's degree to one with over 30 credits beyond the 6th year Professional Certificate. Over half of the participants held a master's degree and a considerable number had earned as many as 30 additional credits.

4. Please indicate the highest degree you hold and credits completed beyond your highest degree. (Include in-service credits).

	<u>Credits Beyond</u>				
	<u>0</u>	<u>1-10</u>	<u>11-20</u>	<u>21-30</u>	<u>Over 30</u>
3 year Teacher Training Certificate plus				1%	
Bachelor's degree plus		7%	3%	3%	25%
Master's degree plus	5%	6%	4%	11%	34%
Sixthe Year Certificate plus					<u>1%</u>

Participants' Reactions

The session met from 4 P.M. to 7 P.M. on days in which participants had performed their regular professional duties. Only 20% of the responses to

the questionnaires item about the length of the sessions, however, expressed the feeling that they were too long.

Considering the task to be accomplished, do you think afternoon meetings of three hours were:

Too long	<u>20%</u>
About right length	<u>74%</u>
Too short	<u>6%</u>

The degree to which the time spent in the spring sessions provided participants with the help they needed in selected aspects of the program was indicated in the table below. A majority of the responses to this questionnaire item expressed the need for "much help" in "Scope and sequence of curriculum" and "little help" in "Nature of pupils." In both of these aspects of the training program, participants indicated that the work shop sessions met their needs. Similar congruence between "help needed" and "help received" is found in "Objectives of the curriculum..." in which participants were involved. Apparently, inadequate assistance was given in "Methodology," "Materials," and "Evaluation."

7. Listed below are selected items related to the new curricula. To the left of each item, please check the degree of help you needed; to the right of the item, please indicate the degree of help you received. Other items may be added.

H E L P N E E D E D	Much	Some	Little	Items	Much	Some	Little	H E L P R E C E I V E D
	40%	37%	23%	Philosophy of the intermediate schl.	23%	50%	27%	
	40%	38%	22%	Objectives of Curriculum with which you involved	40%	37%	23%	
	57%	22%	23%	Scope and Sequence of curriculum	40%	36%	24%	
	24%	26%	50%	Nature of Pupils	13%	35%	52%	
	42%	36%	22%	Methodology	18%	43%	39%	
	45%	34%	21%	Materials	23%	37%	40%	
	43%	42%	15%	Evaluation	13%	32%	55%	

In general, however, 69% of the participants felt they were at least adequately prepared to provide leadership in the August workshops to be held in their respective schools.

6. a. To what extent do you feel prepared to conduct the August workshops?

Very well prepared 19%

Adequately prepared 50%

Poorly prepared 31%

Those who had reservations about their preparedness felt that lack of completed curriculum guides, with model lesson plans, and lack of knowledge about team teaching were the chief deficiencies.

Reactions to clarity of presentation, interest and opportunity for participation are given below. Clarity of presentation was considered good or better by 69% of the respondents; interest of sessions and opportunity to participate were rated good or better by 72%.

9. Evaluate the training sessions with respect to:

a. Clarity of presentation:	Excellent	28%
	Good	41%
	Fair	21%
	Poor	10%
b. Interest of sessions:	Excellent	37%
	Good	35%
	Fair	26%
	Poor	2%
c. Opportunity for you to participate:	Excellent	39%
	Good	33%
	Fair	19%
	Poor	9%

Suggestions for improvement in the questionnaires seemed to reflect a lack of security in the face of change, and desire for more specific concrete and perhaps prescriptive information.

Observers Reactions

Much variation existed within and among the various sessions. In general, there were three discernible categories reported by observers:

- (1) Consistently high level of performance and cooperation;
- (2) initial resistance which was gradually dissipated;
- (3) consistent resistance throughout the sessions. Excerpts from reports of observers illustrating these categories are given below.

- (1) The relationships among fourteen pilot teachers--as well as supervisors and a number of observers--with Mr....was free and natural, with liberal and enthusiastic exchange of views. The spirit of cooperation was strikingly evident. It was an excellent example of effective teamwork.

The teachers seemed to have been chosen for their competency and spirit of cooperation and interest.

- (2) (Excerpt from first session)
It was obvious that the teachers were not enthusiastic about the curriculum. They raised questions about its purpose and its usefulness. Several of them asked insightful questions that were never answered. They returned reluctantly each time to the discussion of the mimeographed sheets. They were also perturbed about the vagueness of the new organization. It was understandably difficult for them to work on a curriculum which they were not certain had merit for a situation which they could not envision realistically.

(Excerpt from report of second session)

The large group divided itself into the same small workshop groups as in the previous session. Each group was given several skills to react to and change. These changes will be incorporated into the final curriculum....

The group that I was in approached their assignment with high professional competency and understanding. Their suggestions and criticisms were all directed at the goal of making the material more purposeful and meaningful for children. Since all groups remained in the same room it was my impression from observation that a serious professional atmosphere was prevalent.

(Excerpt from report of third session)

The participants were placed into groups of four. I was asked to join a group that developed a lesson plan for... After these small sessions were ended we again met as a single group.

Dr.... said that he had heard heated discussions and even some indications of pigheadedness--that he was convinced that in addition to obtaining the specific goal of developing lesson plans the teachers were learning to work together--he was pleased to see so much evidence of maturity and good hard thinking.

In this third illustration, the participants neither started with "the spirit of co-operation" nor progressed toward "learning to work together." The group was dealing with probably the most radical departure from the familiar junior high school program. The notion of clustering various subjects around an idea or concept was viewed at times as "too much for us to handle," but at other times as "the way we've always taught." The observer for this group concluded:

Many of the questions reflect real fear of the unknown and lack of ... desire to try something new.

The lack of enthusiasm for this program was not limited to teachers, but apparently was shared by members of the supervisory staff who would join the group for part of a session, and sometimes make disparaging remarks. One of the leaders of the workshop, an administrator herself, became concerned enough about the disruptive nature of these visits to verbalize her objection. The observer reports:

Dr.... called to our attention that she had been sitting in the back of the room at the last meeting. She then launched into a tirade. She said she was addressing herself to this group in the hope that they would carry her words to their principals. She commented on the "impossible behavior" of the principals (noted in my previous reports) who drifted in and out at odd intervals.

She took exception to the way in which they came in an hour or an hour and a half after the meeting was in session, listened a few minutes and then delivered themselves of hypercritical, disheartening, and discouraging remarks.

This observer felt that the attitudes revealed in this workshop were particularly unfortunate in view of the quality of material and the spirit in which it was presented. She commented:

The panel (composed of members of the Task Force which developed the material) has done a tremendous amount of work. The work is good; the demonstrations were excellent.

Most sessions were characterized by good to excellent leadership with ample opportunity for participant involvement as curriculum materials were being developed. What appeared to be participant resistance could be interpreted as apprehensions and concerns. Among these were expressed apprehension over team teaching, evaluation of achievement toward non-content objectives, the availability and proper use of unfamiliar instructional materials.

The chief concern expressed was that of the receptivity of parents, whose orientation is toward learning facts from a textbook, and who may be less than enthusiastic about such goals as critical thinking and self-expression, which are achieved through processes, unfamiliar to them.

August Workshops

The Program

On August 29,30,31, the Pilot Intermediate Schools conducted workshops, in their respective buildings, to provide orientation and opportunity for planning to staff members. General orientation was given in large group meetings; plans for correlation were made in groups of varying sizes, composed of personnel working in related areas; and specialized planning was done in specific subjects by small groups.

On two days, foreign language teachers did not participate in meetings in their schools, but met at the Board of Education. An effort was made by all groups to develop definite plans for the first days of the new term.

Consultants from central and district offices of the Board of Education, from colleges and universities in the Metropolitan area, and members of the professional staff of the individual schools served as leaders.

The Participants

Experience at various school levels was represented in the August workshops as in the spring sessions. 37% had taught in elementary school; 84% in junior high school; and 24% in senior high school. A larger proportion (15%) of the August participants had experience in elementary school only; 45% had only junior high school experience, while 20% had experience in both elementary and junior high school.

2. How many years of teaching experience have you had in:

	YEARS					
	1-5	6-10	11-15	16-20	21-25	over 25
Elementary grades (K-6)	28%	8%	3%	1%	-	-
Junior high school grades (7-9)	45%	23%	8%	4%	2	2
Senior high school grades (10-12)	13%	4%	1%	6%	-	-

The majority of the participants had earned credits beyond the bachelor's degree, but less than one-half of them had earned a master's degree.

4. Please indicate the highest degree you hold and credits completed beyond your highest degree. (Include in-service credits)

	Credits Beyond				
	0	1-10	11-20	21-30	Over 30
Bachelor's degree plus	9%	12%	8%	6%	19%
Master's degree plus	5%	7%	4%	5%	23%

Close to half (48%) of the participants had worked in New York City Schools for five years or less.

3. How many years have you taught in New York City?

<u>Years</u>	*
1-5	<u>48%</u>
6-10	<u>28%</u>
11-15	<u>11%</u>
16-20	<u>7%</u>
21-25	<u>3%</u>
Over 25	<u>3%</u>

*The evaluation coordinator overlooked the obvious probability that there would be teachers with no experience. Of the 363 questionnaires returned, 35 responses to the item regarding experience or various grade levels and 43 responses to experience in New York City were unusable. 29 of these, however, indicated that they had had no previous teaching experience.

Participants' Reactions

Responses to the questionnaire item regarding "help needed" and "help received" in specified areas of the program indicate that the needs of the participants were generally met. Apparently this was not true with respect to "materials."

5. Listed below are selected items related to the new curricula. To the left of each item, please check the degree of help you needed; to the right of the item, please indicate the degree of help you received. Other items may be added.

Much	Some	Little	Items	Much	Some	Little
32%	49%	19%	Philosophy of the Inter- mediate school	38%	49%	13%
37%	41%	22%	Objectives of the Curri- culum with which you were involved	42%	43%	15%
49%	37%	14%	Scope and sequence of the curriculum	37%	44%	19%
20%	35%	45%	Nature of pupils	17%	44%	39%
29%	47%	24%	Methodology	20%	57%	23%
41%	38%	21	Materials	23%	41%	36%
25%	54%	21%	Evaluation	17%	53%	30%

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93% of the participants felt at least adequately prepared for their roles in the intermediate school.

6. a. To what extent do you feel prepared for your role in the intermediate school?

Very well prepared	<u>28%</u>
Adequately prepared	<u>65%</u>
Poorly prepared	<u>7%</u>

Clarity of presentation was rated good or better by 81% of the respondents; and interest of sessions and opportunities for meaningful participation were rated good or better by 79% and 80% respectively.

7. Please give your evaluation of the workshops with respect to:

a. Clarity of presentation:	Excellent	<u>30%</u>
	Good	<u>51</u>
	Fair	<u>17</u>
	Poor	<u>2</u>
b. Interest of sessions:	Excellent	<u>31%</u>
	Good	<u>46</u>
	Fair	<u>21</u>
	Poor	<u>2</u>
c. Opportunities for meaningful participation:	Excellent	<u>42%</u>
	Good	<u>38</u>
	Fair	<u>17</u>
	Poor	<u>3</u>

Comments of participants included expressions of praise for the "fine" "well planned and implemented" programs which "did all they could do" "under the circumstances". They also suggested the need for "more time for discussion" and for "specific applications."

Recurring comments related to the inadequate supply of syllabi, the dearth of materials, the need for additional staff meetings of teams "for better correlation", and the need for less "philosophy" and "more to the point" discussions.

Observers' Reactions

Each Pilot Intermediate School was visited by at least 3 observers. The spirit in which the workshops were conducted was reported in the following terms:

Very excited, exciting group, eager to get going.

Staff seems ready to pitch in and try.

Place seemed charged with excitement.

Whole tone, attitude, interest at top level.

The group was working hard and making a sincere effort to prepare in both realistic but imaginative ways...

There were one or two schools in which this spirit did not prevail. In one it was reported that "an aura of disinterest" existed. Other observers saw the principal's role as crucial. One principal opened the first general session by stating that he had not revealed his summer address and that the curriculum material had been received the day before at his home. He admitted that he had not looked at it. At the other extreme, are reports of two observers.

Dr....sets the atmosphere of cordiality and enthusiasm. It seems that the training program in this school had been enormously successful.

He (the principal) is articulate and well informed.... The apparent high morale of the teachers present may be a reflection of his knowledge and leadership.

Integration

The Project Description prepared by the Board of Education states:

One purpose of the Middle School will be to achieve more integration. Each of the Intermediate Schools in this project will be located in an area having a large number of disadvantaged pupils or will receive as a result of feeder pattern an adequately integrated student population.

While this report does not deal with pupil population, the integration of the staff may be of interest. In this regard, as in others, apparent variations were found among the schools. Precise information is not available. It was considered undesirable to include an item about ethnic identification. On questionnaires and observers were requested to do the difficult, if not impossible; job of determining the number of "white" and "non-white" participants in the training program.

Observers reported the presence of "non-whites" in all schools and all groups ranging in the case of August workshops from one teacher, to a school with 3 supervisors and close to half of the teachers. "Non-whites" were frequently used as group leaders and consultants.

Summary

In view of the objectives as stated by the Board of Education, and the reactions of participants and observers, the project was, in a large measure, a successful undertaking. The orientation meetings painted in broad strokes the general direction in which changes would be made, and set forth an outline of procedure. The re-iterated suggestion of the need for availability of materials, while having greater validity with respect to the August sessions,

is invalid with respect to the spring training sessions inasmuch as an objective of the program was to involve staff while materials were being developed.

The August workshops, admittedly approached with "a good deal of temerity" by some participants resulted in a substantial feeling of readiness to introduce the new program in the Pilot Intermediate Schools.

CENTER FOR URBAN EDUCATION
33 West 42 Street, N.Y.C

Educational Practices Division
Title I Evaluation
June 20, 1966

The Center for Urban Education has been requested to evaluate the training program related to the introduction of new curricula in the intermediate schools.

As a participant in the program, you are requested to complete the following questionnaire and return it to the discussion leader. Your cooperation in answering with candor will be appreciated. Please do not put your name on the questionnaire.

1. Please indicate the curriculum area meetings in which you participated.

2. How many years of teaching experience have you had in:

	1-5	6-10	11-15	16-20	21-25	Over 25
Elementary grades (N-6)						
Junior high school grades (7-9)						
Senior high school grades (10-12)						
Other _____						
(Please indicate) Total						

3. How many years have you taught in New York City schools? Years

1-5 _____

6-10 _____

11-15 _____

16-20 _____

21-25 _____

Over 25 _____

4. Please indicate the highest degree you hold and credits completed beyond your highest degree. (Include in-service credits)

		Credits Beyond				
		0	1-10	11-20	21-30	Over 30
-	Bachelor's degree plus					
	Master's degree plus					
	Doctor's degree plus					

5. a. Did you have a leadership role in the May 9 meeting at your school?

Yes _____

No _____

- b. If "Yes": To what extent were you prepared for your role?

Very well prepared _____

Adequately prepared _____

Poorly prepared _____

- c. If "poorly prepared": Indicate reason _____

6. a. To what extent do you feel prepared to conduct the August workshops?

Very well prepared _____

Adequately prepared _____

Poorly prepared _____

- b. If "poorly prepared": Indicate reason _____

7. Listed below are selected items related to the new curricula. To the left of each item, please check the degree of help you needed; to the right of the item, please indicate the degree of help you received.

Other items may be added.

			Much	Some	Little	Items	Much	Some	Little	
H E L P N E E D E D						Philosophy of the inter- mediate school				H E L P R E C E I V E D
						Objectives of curriculum with which you were involved				
						Scope and sequence of curriculum				
						Nature of pupils				
						Methodology				
						Materials				
						Evaluation				

8. Considering the task to be accomplished, do you think afternoon meetings of three hours were:

Too long _____

About right length _____

Too short _____

9. Evaluate the training sessions with respect to:

a. Clarity of presentation:

Excellent _____

Good _____

Fair _____

Poor _____

b. Interest of sessions:	Excellent	_____
	Good	_____
	Fair	_____
	Poor	_____
c. Opportunity for you to participate:	Excellent	_____
	Good	_____
	Fair	_____
	Poor	_____

10. What, if anything, do you need to enhance your readiness for your August assignment?

11. In your opinion, how could the training sessions have been improved?

Center for Urban Education

August 31, 1966

The Center for Urban Education has been requested to evaluate the training program related to the introduction of new curricula in the intermediate schools.

You are requested to fill in the following questionnaire and return it to your workshop leader. Please do not put your name on the questionnaire.

1. Please indicate the curriculum area with which your workshop was concerned. _____

2. How many years of teaching experience have you had in:

	Y E A R S					
	1-5	6-10	11-15	16-20	21-25	Over 25
Elementary grades (K-6)						
Junior high school grades (7-9)						
Senior high school grades (10-12)						
Total						

3. How many years have you taught in New York City?

Years

1- 5 _____

6-10 _____

11-15 _____

16-20 _____

21-25 _____

Over 25 _____

4. Please indicate the highest degree you hold and credits completed beyond your highest degree. (Include in-service credits)

		Credits Beyond				
		0	1-10	11-20	21-30	Over 30
_____	Bachelor's degree plus					
_____	Master's degree plus					
_____	Doctor's degree plus					

5. Listed below are selected items related to the new curricula. To the left of each item, please check the degree of help you needed; to the right of the item, please indicate the degree of help you received. Other items may be added.

Much Some Little			Items	Much	Some	Little
H			Philosophy of the inter-			H
E			mediate school			E
L			Objectives of the curricu-			L
P			lum with which you were			P
N			involved			N
E			Scope and sequence of the			E
E			curriculum			E
D			Nature of pupils			D
E			Methodology			E
D			Materials			D
E			Evaluation			E
D			_____			D

6. a. To what extent do you feel prepared for your role in the intermediate school?

Very well prepared _____

Adequately prepared _____

Poorly prepared _____

b. If "poorly prepared": Indicate reason _____

7. Please give your evaluation of the workshops with respect to:

a. Clarity of presentation: Excellent _____

Good _____

Fair _____

Poor _____

b. Interest of sessions: Excellent _____

Good _____

Fair _____

Poor _____

c. Opportunities for meaningful participation: Excellent _____

Good _____

Fair _____

Poor _____

8. What, if anything, do you think you need to enhance your readiness for the new term?

9. In your opinion, how could the workshops have been improved?

CENTER FOR URBAN EDUCATION
33 West 42nd Street, New York, N.Y.

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District educational projects funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) - performed under contract with the Board of Education of the City of New York, 1965-66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

AN EVALUATION OF THE TRANSITIONAL
MIDDLE SCHOOL IN NEW YORK CITY

Dr. E. Terry Schwartz
Research Director

August 31, 1966

I. INTRODUCTION AND PURPOSE OF STUDY

In an official announcement released by the New York City Board of Education, it was reported that "as recommended by the Allen Plan, the Middle School would be instituted as part of the 4-4-4 organization. This would replace the 6-3-3 school organization. The middle School would be geared to provide improved quality education within an integrated school setting."

During the school year 1965-66, one initial step was taken toward the creation of the new Middle School through moving the sixth grades from elementary schools into 27 junior high schools converting these schools into transitional Middle Schools. It is the purpose of this study to examine the transitional Middle Schools and evaluate them in relation to the goals of the Middle School outlined in the previously mentioned Board of Education release. These goals, broadly stated, are: a) to provide improved quality education — b) to desegregate and integrate the Middle School population. It is important to note, however, the more specific objectives which appear in the same report and which define more clearly the meaning of quality education and integration as perceived by the Board of Education:

1. To cultivate the abilities and encourage the self-fulfillment of students.
2. To maintain pupil motivation by providing courses that are consistent with the pupil's ability, aptitude and need.
3. To achieve better ethnic distribution in the intermediate grades.
4. To improve the quality of human relations among students by providing them with ethnically integrated schools, and to improve pupil attitudes —especially in relation to self-image and other pupils of different ethnic, racial, religious, or social groups.
5. To improve academic achievement in relation to the rate of academic growth normally found among educationally deprived children in grades 5 through 8.

It is against these stated goals that the following evaluative study was made.

II. THE RESEARCH RATIONALE, PROCESS AND DESIGN

The responsibility for developing and conducting this study was accepted from the Center for Urban Education in early June 1966. The study was to be completed and a finished report submitted by August 31, 1966.

A. Selection of Sample

Information secured hastily in early June indicated that approximately 27 transitional Middle Schools were in operation during the school year 1965-66 --approximately 16 in Brooklyn, 4 in Manhattan, 4 in the Bronx and 3 in Queens. A random selection was made which included 4 in Brooklyn, 1 in Queens, 1 in Manhattan and 1 in the Bronx. Permission was granted and every possible support was given our work by the District Superintendents and later by Principals.

B. Research Approach

A thoughtful consideration of the probable difficulties involved in collecting masses of data during the last two weeks of the school year and the time allotted to the entire study were, in part, determinants of the research approach used. There was no time to develop and standardize instruments which might be administered by inexperienced professionals or trained graduate research assistants. It was necessary to select a team of highly competent and experienced educators with specializations in elementary education, secondary education, school-parent relations and school-community relations. Two professors from Brooklyn College with many years of public school field experience agreed to assume responsibility for study of the four Brooklyn schools. Two specialists in Education from Bank Street College Educational Resources Center, which offers field services to 25 Harlem schools, agreed to accept leadership for the studies in the Manhattan, Bronx and Queens schools. One specialist in parent-school and community-school relations whose experience includes service on the City Commission for Human Rights, the New York State Citizens Committee for Better Schools, a local School Board in New York City, and at present, in the Protestant Council, agreed to join the research team to work in her field of specialization. A research consultant was secured who had worked on attitude studies in Education with Dr. Ronald Lippitt, Program Director, Institute for Social Research at the University of Michigan, and who represented Bank Street College Educational Resources Center in field action and research programs in Harlem schools during the past two years.

This was a team selected for the highest level of professional stature and experience in public education, since their professional judgment would be the most crucial ingredient in the evaluative process. It is assumed in this study that the observations, insights, and findings of this team, relative to the evaluation of the transitional Middle School against the goal of "improved quality education in an integrated setting", are professionally valid ones.

It was also recognized at the outset that the professionals



would need teams of assistants who understood the dynamic of the typical public school, who could work sensitively with children and teachers in securing sociometric data and were skilled in child study. The professional team was able to identify 27 such assistants, most of whom had completed degrees in elementary and secondary education. To this group were added several sociology, psychology and anthropology majors, all of whom had field experience in urban areas. It was assumed that this group could successfully collect the necessary data from the schools during the very difficult period of the final two weeks of school. Also, their recent experience in child study was excellent preparation for participation in the out-of-school study of the sample Middle School population.

C. Rationale and Design

Since the schools would be open to the research team only two weeks, it was agreed that certain types of information such as achievement scores, staff make-up, ethnic composition, curriculum structure, etc., could be assembled. Also, that fairly reliable professional judgments could be made concerning quality of teaching and learning, administrative efficiency, educational leadership, etc. It would even be possible to obtain some sociometric information concerning the level of desegregation and integration in the school. It did not seem possible, within the prescribed time, to evaluate the programs of the schools against the specific objectives of the Middle School which demand an assessment of "abilities", "self fulfillment", "motivation", "aptitude", "need" and "self image" of the children who will attend the Middle School. It was, therefore, decided that after schools closed the same professionals and assistants who had gathered data in a given school would follow that school population and insight into the areas mentioned in the preceding sentence.

D. Process

Each of the professionals with a team of approximately six assistants studied one and, in some instances, two of the selected sample of schools. These teams spent an average of three days in each school learning as much as possible about the educational program and the desegregating - integrating process as they seemed to be operating in the school. In addition to the assessments of these aspects of the school by the professionals, the assistants gathered uniform data on academic achievement, pupil-staff relationships, pupil-pupil relationships (especially as these related to racial and ethnic integration) and perception of self image of the children. Forms used to



record these data are included in the Appendix --see Data Sheets 1 through 6. Two interview guides, which appear in the Appendix, were used by professionals to insure notation of certain pertinent information.

The data sheets were submitted to the Research Consultant to be analyzed in relation to the stated goals of the Middle School. The complete summary appears in the Appendix and most salient findings will be incorporated under findings in the main body of this report.

Several days before school closed, the team working in a given school began to follow the children and to become observers of them in their life out of school. The school-community consultant on the professional team helped the other professionals to make contacts with the community leaders who were able to direct the professional assistants to the great variety of places where children from a given sample school lived and played. Written anecdotal records were compiled by each assistant. The professional in charge of each school conducted weekly meetings with his group of assistants in which anecdotal records were shared and analyzed for clues of motivations, interests, needs, aptitudes and ambitions of the particular Middle School population. These anecdotal materials have been assembled and are available for study at the Center for Urban Education. Salient findings are included in this report.

Two all-day meetings of the professionals were devoted to sharing and analyzing their interpretation of the anecdotal data with its potential meaning for the Middle School program. Results of these sessions appear in the findings of this report.

III. MAJOR FINDINGS

The data analysis and the resultant findings will be discussed in relation to two questions which reflect the basic goals of the proposed Middle School.

1. To what extent is the Middle School desegregated and integrated?
2. To what extent does the present program of the transitional Middle School reflect "improved quality education" for the proposed population?

A. Progress Toward Desegregation and Integration

A study of the racial and ethnic composition of the sample schools, as shown in Table IX, in the Appendix, reveals that none of them is a desegregated school as measured by the formula released by Commissioner Allen, although School A is very close to qualifying with 52.2% Negro, 1.2% Puerto Rican and 46% "Other". Checking the ethnic composition of the newly-added sixth grade indicated a slight trend toward greater segregation when one notes that the percentage of Negroes is 5.8% higher, Puerto Ricans 1.5% higher, and Whites 5.4% lower than the all-school percentages.

Five of the seven schools studies accommodate almost completely segregated school populations. In every school except one, School F, the addition of the sixth grade population has made the school more segregated.

Accepting this total picture of the racial and ethnic distribution in these schools, what evidences are there of movement toward desegregation and integration within these limits? The following paragraphs quoted verbatim from the statistical summary in the Appendix indicate that present organizational practices adhered to by the school system are fostering further segregation within the present transitional Middle School population in this sample. (As indicated in statistical study, time allowed for a complete analysis of four of the sample -the two most segregated and the two most desegregated schools.)

"Findings: In JHS 22, 6th grade, 24 of the 33 "Other" children included in this survey are in the top class. In seventh grade, 26 out of 33 "Other" children are in 7 SP1. By contrast, we find 8 out of .32 Negro children in a top sixth grade and 4 out of 27 Negro children in 7SP1. The ratio of Puerto Rican children found in the top classes to their numbers in all the classes is even smaller. In JHS 59 an uneven distribution can also be seen, especially in the eighth grade which is a '1' exponent class. It would thus appear that the grouping in existence tends to create a racial imbalance in the top level classes.

Grouping can also be examined from the viewpoint of reading achievement. (Note: A variety of reading tests have been used so that direct comparison is very difficult. In the sixth grade the tests used most frequently are the Metropolitan, New York Growth, and Metropolitan Intermediate.) In the top and middle classes on each grade the reading range within a class is from three to five years. Of special interest is the fact that in practically every instance there is a wide overlap between reading scores achieved by pupils in the top class and those in the middle class.



Implications: Since homogeneous grouping based primarily on standard reading scores does not in fact exist, and since the pattern of grouping in existence tends to create a racial and ethnic imbalance in the top level classes, it would appear that a reexamination of grouping practices in the middle school would be most appropriate "in line with the goals of the Middle School Project."

Another factor one would consider important in providing an "integrated setting" would be the ethnic and racial balance found in the school staff. In the seven schools studied, all of the principals and most of the assistant principals are white. Table X, in the Appendix indicates that six of the seven schools have predominantly white staffs while the one remaining school which has 98% Negro population has a 45% Negro staff.

In five of the seven schools, there is more than a token representation of Negroes on the teaching staff. In the entire seven schools studied, there were only five Puerto Rican staff members. Of the four schools having a high percentage of Puerto Rican children, three had one Puerto Rican staff member. One school which had a 99% White population had one Puerto Rican child and one staff member of Puerto Rican background.

If this sample does reflect what is happening in all of the transitional Middle Schools, it can be concluded that the Middle School is at present highly segregated and that the initial steps taken in 1) designating the junior high schools to be converted to transitional Middle Schools (2) selecting the sixth grade population to be transferred to these schools have perpetuated and to some extent increased segregation.

Some very significant evidence was compiled concerning children's behavior toward their peers of different racial and ethnic backgrounds. Within classrooms wherever there was freedom for the child to choose other children with whom to work or communicate, he did so without regard for racial or ethnic differences. (See Statistical Analysis Report, Appendix).

Using Data Sheets, (see end of Appendix) as a guide for observing communication across racial and ethnic lines among children when they were in the lunchroom, the school yard, the shop, the assembly, etc., the professional assistants' reports indicated that almost universally when the children were free to choose, they worked, played, ate and talked in groupings which cut across racial and ethnic lines.

Referring to Table IV, of the Appendix, information gleaned from Data Sheet 5, which probed children's racial and ethnic preferences of their teachers, showed that the vast majority of pupils feel that the ethnic background of the teacher is inconsequential. Children in the only completely segregated White school were the only groups where not a single child chose to have a Negro or Puerto Rican teacher. Similarly, in the predominantly Negro schools, only a very few children chose to have a White, and even fewer a Puerto Rican, teacher.



If the children studied in this sample are typical of Middle School populations, it is highly probable that the Middle School which would meet the requirements of a desegregated school and which would organize its classes and activities around desegregated groups of children, would be successful in achieving a high degree of integration.

B. Movement toward "Improved Quality Education"

Introduction: It is assumed that the term "quality education" refers to every aspect of the school life of children assigned to the Middle School. It is further assumed that to achieve quality education would imply a reasonable degree of excellence in such areas as:

- a) Academic achievement of children
- b) Attitudes of children toward school
- c) Attitudes reflected in teacher-child relationships
- d) Relationship between school program and needs, interests, aptitudes, hopes and desires of children it serves
- e) Involvement of professional staff in program development
- f) Facilities, materials and supplies
- g) Organization of school for learning
- h) Preparation of staff for their respective roles
- i) Involvement of parents in support of children's learning
- j) Relationship of school to community which it serves

C. Academic Achievement:

Sources of information used to assess academic achievement included the cumulative records of the child, the professional assessments made by the teachers and principals, and the evaluation made by children of their own learning.

In each sample school, the overall achievement score was recorded for all children from three classes on each grade level represented in that school. The three classes selected for study were the high, middle and low exponent group on each grade. The data was analyzed to provide answers to three questions:

- 1) Are the sixth grade children achieving as well as they did in their previous two years in elementary school?
- 2) Are the sixth graders evidencing the same range of achievement as is apparent for the total population of the present transitional Middle School?
- 3) Are the sixth graders achieving as well as a comparable group of sixth graders who remained in elementary schools?

Time and budget would permit detailed analysis of the same four schools



referred to in the first section of this report -the two most desegregated and the two most segregated.

When the data was assembled, one startling fact emerged. The achievement scores recorded for fourth, fifth and sixth grade were obtained from six different standardized instruments. In more than 50% of the cases, children's achievement scores for three successive years of their school life were based on three different standardized instruments. This factor makes a valid comparison of results highly questionable.

However, accepting that limitation, a study of the scores indicated no significant change in the range of scores for a given group in sixth grade as compared with the same group in fifth and fourth grade. Similarly, there was no significant change in the range of scores for like exponent groups in seventh grade classes in the same school.

In a report to be submitted by Dr. Richard Trent as a part of the Middle School Curriculum Study, it will be noted that achievement deteriorates as children move through the intermediate grades. The range of scores recorded for the transitional Middle School are not significantly higher or lower than those recorded for sixth grades remaining in elementary schools, and the phenomenon of deterioration in normally expected growth is operative, to a similar degree, in the transitional Middle School setting.

The perceptions of teachers and principals concerning how well sixth graders are learning differ drastically from the children's own estimates of their performance.

Quoting from the statistical analysis report included in Appendix:

"Findings: Though there seems to be some lack of agreement as to whether the children preferred school last year or this, in terms of liking, -there is very strong feeling that they learn more and receive more help from teachers in the middle school.

Questions: Do teachers feel the same way? What do standardized tests show?

Implications: Since the middle school seems to give the pupils the feeling of receiving more help and of learning more, the basic idea seems to be psychologically sound from the point of view of the pupils. Need for further experimentation and study is indicated."

(See Tables V, VI, and VII in Statistical Report).

Teaching and administrative staff evaluation of the school achievement of the sixth grade and their projected evaluation of the potential for school achievement of fifth graders should give cause for concern to



those responsible for Middle School development. In every school studied, the general faculty opinion was that these children could not achieve effectively in the present structure of the transitional Middle School.

In the interview data submitted by the professionals on the research team, not a single positive statement was reported regarding the adequacy of sixth graders to function in the junior high schools to which they were assigned. Following are a sample of the negative statements recorded:

"Opposed to fifth".

"In '65, teachers looked forward to sixth, but in '66, don't want 6th."

"Sixth grade academic deficiencies do not enable them to function in junior high program. Teaching is infantile."

"Child depends upon one authority figure".

"Lost in this setting -evidenced by lost articles, sickness, dependence on individual help."

"Children cannot read the materials used in the science and language courses."

"The majority of the junior high staff do not like to teach sixth graders because of their immaturity and poor academic achievement. Many of the junior high teachers are taking the High School examination and plan to teach in the High School as soon as possible. With the influx of fifth grade, these problems will be multiplied."

"The sixth graders are less able to accept individual responsibility, especially in moving from subject to subject, and so tighter controls had to be added."

"Quality of various school-wide projects fell because they had to be done on a lower grade level and inspirational effect on the entire school went down."

"Teachers who have been trained in the junior high school are disturbed. They say that they are baby sitting."

These statements by principals and teachers are representative of staff opinion in the sample studied. If this sample is typical of staff attitudes in transitional Middle Schools, some change in staff composition and in re-education is in order, for learning would certainly be impaired if the teaching staff were unwilling or felt unprepared to teach

a Middle School population.

What steps were taken toward providing the pilot transitional Middle Schools with staffs having appropriate preparation and professional experience to successfully teach in these schools? From Table XI in the Appendix, it can be noted at a glance that more than 90% of the staffs of all schools studied are licensed for junior high school and prepared to teach a particular subject matter specialization with 10% or less being licensed in Common Branches and prepared to teach in a self contained classroom.

If the Middle School staff is to be responsible for developing curriculum and teaching children from grades 5 through 8, it would seem necessary to substantially increase the number of teachers holding Common Branches licenses and possessing knowledge and understanding of successful practices in teaching pre-adolescents.

To the question asked of principals by the interviewing professional, "In what way was the staff of your school involved in developing the program for the new school population?", the response was similar in each of the schools studied; namely, that the teachers who were to teach sixth grade children in 1965-66 attended six three-hour sessions in May and June of the preceding school year, but these sessions were not shared or continued in any way during the school year within each school because, "the junior high school program was to be initiated into the sixth grade classes."

Principals were asked whether they had received any further help in implementing program changes and the unanimous response was "no", except for receiving curriculum bulletins which were distributed."

"In what ways are you planning, in the next few years, to involve the school staff in the development of a school program for the new school population?" Five of the seven principals responses were basically the same and the following statement is illustrative of their plans: "Conferences are planned by the department chairmen to discuss the implementation of the junior high school program." One felt that the sixth grade should be in a separate unit of the building and function in self contained classrooms. One principal felt that a completely new organization needed to be developed in which "lower grades would have only some departmentalization moving up to individual programming around grade 8". This principal was the only one in the study who reported a plan for involving the faculty in the development of a Middle School curriculum which included an evaluation of the present program development of understanding the philosophy of the new program, articulate with feeder schools and the evolution of new curriculum suited to the new population.

This principal has expressed the kind of thinking which, if implemented successfully, holds promise for developing a new school which will utilize the talents of the generalist and specialist in an educational

plan suited to the special needs of children grades 5 through 8.

D. The Anecdotal Process and its Results

A report, at least as long as this one, could be written on the implications of the 200 pages of anecdotal material describing the out-of-school life of the children attending the sample schools. However, these records are available and should provide invaluable sources of information for Middle school staffs who want to do "frontier thinking" on building curriculum which will indeed have roots in the important life needs of these children.

It is impossible to resist mentioning a few penetrating questions raised as one studies the anecdotal material and its possible meaning for planning school experience.

1. The children seemed to be almost completely responsible for their own life. There was never an adult accompanying the majority of children except those from the all-white, middle class schools. How can the school capitalize on this characteristic?
2. Contrary to some other research findings (Deutsch, Riessman), children were highly verbal. How can the school maintain and develop the thought and language pattern of these children?
3. Though children seemed to eat, work and play across racial and ethnic lines in school, they were experiencing problems in this area outside of school. "Black power" was being talked about. The Middle School has, to date, taken no cognizance of its role in helping children in this very sensitive area.
4. Contrary to the popular opinion that the children in deprived area Middle Schools do not care about school, about grades and marks, the anecdotes recorded outside schools on the last day give considerable evidence that these children are deeply concerned.
5. Reports repeatedly told of the concern of older children for younger in a life setting where adults were not available. Is it possible that the school might increase learning for both younger and older children if this strength of disadvantaged area child society were built upon in school?
6. Children in disadvantaged area Middle Schools, (5 out of the 7 studied), learn quickly in a noisy, crowded out-of-school situation. Are typical, highly organized, quiet settings most productive for teaching these youngsters?
7. Child-parent relationships differ so drastically in disadvantaged



areas from those in more advantaged ones. In typical middle class neighborhoods, parents were seen continuously taking children to and from activities, while in disadvantaged areas, parents were rarely seen. Schools need to explore varying approaches to parent-school cooperation which take into account such drastically different patterns of child rearing.

For the professional research team, the two sessions devoted to the discussion of the anecdotal material and its meaning for Middle Schools, were the most significant of all their experiences. The proceedings of these meetings recorded on tape have a poignant message for those who will teach in desegregated schools.

Though the subject of each session was clearly defined by the chairman as that of searching for educational implications of the recorded anecdotes, meetings became traumatic, strenuous experiences where Negro and White participants argued bitterly over discrimination issue. Members of this sophisticated professional group reported being unable to sleep following these sessions. It was clearly recognized that as schools and school staffs desegregated, similar opportunities for mixed racial and ethnic groups to examine their racial attitudes would be basic to the establishment of human relationships which would allow teaching and learning to take place.

RECOMMENDATIONS

1. Select junior high schools and feeder schools which, when organized into the Middle School, will provide a desegregated population according to the Allen Commission criteria.
2. Organize classes so that the major part of children's school life is spent in a desegregated setting.
3. Develop in-service programs for teachers in which they have many opportunities to associate and communicate with their colleagues from the major social and ethnic groupings of the city. Provide sensitive leadership for these sessions - leaders who can help teachers gain new life experiences to overcome racial prejudice.
4. If achievement scores are to be used to check against national norms, administer the same standardized instrument so that results are comparable.
5. Move with all possible speed to balance Middle School staffs with Junior High and Common Branch licensed teachers.
6. Organize study groups for principals of Middle Schools

to explore productive rationale, curriculum and organization for the new school.

7. Help principals achieve the conditions necessary (time, extra staff, or remuneration for after school hours) to arrange study groups for junior high and elementary teachers who will participate in program development.
8. Take into consideration the out of school hopes, needs and abilities of children in building curriculum.
9. Move to decentralize the city school system so that teachers and principals can have more responsibility for developing curriculum for Middle schools.
10. Take into consideration the different patterns of parent-child relations when developing plans for parent-school cooperation.

AN EVALUATION OF THE TRANSITIONAL
MIDDLE SCHOOL IN NEW YORK CITY

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AN EVALUATION OF THE DATA COLLECTED ON THE
MIDDLE SCHOOLS, NEW YORK BOARD OF EDUCATION

Mabel Kaufman

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In June 1966 data was collected from seven middle schools in New York City. The following table indicates the numbers and ethnic backgrounds of the pupils included.

TABLE I

<u>School</u>	<u>Classes</u>	<u>N</u>	<u>PR</u>	<u>O</u>	<u>Total</u>
JHS 22, Bronx	6	57	39	66	162 (no 8th grade info.)
JHS 59, Queens	9	141	4	75	220
JHS 88, Manhattan	6	130	3	0	133 (no 8th grade info.)
JHS 78, Brooklyn	9	3	0	282	285
JHS 178, Brooklyn	9	167	60	4	231
JHS 263, Brooklyn	9	134	87	4	225
JHS 275, Brooklyn	9	118	48	49	215
	<u>57</u>	<u>750</u>	<u>241</u>	<u>480</u>	<u>1,471</u>

Since a full analysis of the data is not available at this time, material from four schools, two integrated and two segregated, will be used to indicate trends as they appear. The integrated schools chosen for this purpose are JHS 59, Brooklyn and JHS 22, Bronx. The segregated schools are JHS 88, Manhattan and JHS 78, Brooklyn.

School Statistics Tally- Data Sheet 1, TABLE II (attached) will be helpful in following the discussion on class grouping as seen in this study.

Findings: In JHS 22, 6th grade, 24 of the 33 other children included in this survey are in the top class. In seventh grade, 26 out of 33 other children are in 7SP1. By contrast, we find 8 out of 32 Negro children in a top sixth grade and 4 out of 27 Negro children in 7SP1. The ratio of Puerto Rican children found in the top classes to their numbers in all the classes is even smaller. In JHS 59 an uneven distribution can also be seen, especially in the eighth grade which is a "1" exponent class. It would thus appear that the grouping in existence tends to create a racial imbalance in the top level classes.

Grouping can also be examined from the viewpoint of reading achievement. (Note: A variety of reading tests have been used so that direct comparison is very difficult. In the sixth grade the tests used most frequently are the Metropolitan, New York Growth, and Metropolitan Intermediate). In the top and middle classes on each grade the reading range within a class is from three to five years. Of special interest is the fact that in practically every instance there is a wide overlap between reading scores achieved by pupils in the top class and those in the middle class.

In June 1965, the first group of 100 students from the New York City School District arrived in the United States to study at the University of California, Berkeley. This group was the first of many that would follow, and it marked the beginning of a significant cultural exchange between the two countries.

TABLE 1

Year	Number of students	Number of teachers	Number of administrators	Number of parents
1965	100	10	5	10
1966	150	15	10	15
1967	200	20	15	20
1968	250	25	20	25
1969	300	30	25	30
1970	350	35	30	35
1971	400	40	35	40
1972	450	45	40	45
1973	500	50	45	50
1974	550	55	50	55
1975	600	60	55	60
1976	650	65	60	65
1977	700	70	65	70
1978	750	75	70	75
1979	800	80	75	80
1980	850	85	80	85
1981	900	90	85	90
1982	950	95	90	95
1983	1000	100	95	100
1984	1050	105	100	105
1985	1100	110	105	110
1986	1150	115	110	115
1987	1200	120	115	120
1988	1250	125	120	125
1989	1300	130	125	130
1990	1350	135	130	135
1991	1400	140	135	140
1992	1450	145	140	145
1993	1500	150	145	150
1994	1550	155	150	155
1995	1600	160	155	160
1996	1650	165	160	165
1997	1700	170	165	170
1998	1750	175	170	175
1999	1800	180	175	180
2000	1850	185	180	185
2001	1900	190	185	190
2002	1950	195	190	195
2003	2000	200	195	200
2004	2050	205	200	205
2005	2100	210	205	210
2006	2150	215	210	215
2007	2200	220	215	220
2008	2250	225	220	225
2009	2300	230	225	230
2010	2350	235	230	235
2011	2400	240	235	240
2012	2450	245	240	245
2013	2500	250	245	250
2014	2550	255	250	255
2015	2600	260	255	260
2016	2650	265	260	265
2017	2700	270	265	270
2018	2750	275	270	275
2019	2800	280	275	280
2020	2850	285	280	285
2021	2900	290	285	290
2022	2950	295	290	295
2023	3000	300	295	300
2024	3050	305	300	305
2025	3100	310	305	310

TABLE II

SCHOOL STATISTICS TALLY - DATA SHEET I

1 School	2 Grade	3 Enrollment	4 Ethnic Composition			5 Sex		6 Reading Scores (4th)	7 Test Used *A	8 Reading Scores (5th)	9 Test Used *B	10 Reading Scores (6th)	11 Test Used *C	12 Intell. Quotient Range	13 Test Used *D	14 Years	15 Average Reading Scores (14)
			N	PR	O	M	F										
B	6E1	33	8	1	24	16	17	5.3-11.0	1,2,4	5.7-11.4	1	6.6-11.9	1	95-138	1,3	61-63	10.4-12.2
	6-6	31	16	6	9	14	17	2.6--5.6	1	3.1- 7.4	---	3.8- 8.1	1	80-127	---	61-63	11.2-12.9
	6-15	17	6	11	-	13	4	----	---	---	---	3.0- 3.9	4	73-100	1	62-63	12 -14
	7SP1	31	4	1	26	15	16	4.9--11.0	1,2,4	5.1-11.0	1,2,4	7.0-12.2	1	95-157	1,3,4,6	59-63	12 -13
	7-5	20	7	10	3	7	13	4.0-5.8	1,2	4.1-8.0	1,2,4	4.8- 9.4	1,4	85-109	1,6	61-63	12.7-14.6
	7-12	30	16	10	4	17	13	1.0-3.9	1,2,4	2.1-5.0	1,2,4	2.0- 5.3	1,2,4	62-105	1,6	61-63	12 -15
	NO INFORMATION ON DATA SHEET I FOR GRADE 8. RECORDS SENT TO H.S.																
	6-5	34	14		18	18	16	3.1-5.1	1	3.8-7.7	1,5	6.1-10.0	1,5	91-122	1,4,5	63	11.5-12.7
	6-10	31	20	1	10	18	13	3.3-5.3	1,2	4.3-5.9	1,2	4.5- 9.5	1	91-114	1,3	61-63	11.5-12.5
	6-14	32	19	2	9	16	16	1.8-5.1	1,2,4	2.1-5.6	---	---	---	70-107	---	61-64	12 -13
A	7-4	18	8		10	9	9	3.2-5.5	1	3.8-6.4	1,2	5.8-11.9	1	93-132	1	62	13
	7-9	29	21	1	7	13	16	3.2-6.1	1,2,4	3.6-6.9	1,2	4.8-6.8	1	80-114	1,2,4,6	61-62	12.5-14.0
	7-15	32	17		5	13	9	2.6-7.2	1,2	2.3-6.1	1,2,5	3.9-6.3	1	77-131	1,2,3	59-62	12.4-16.
	8-1	30	10		20	16	14	{ ---	---	---	---	---	---	---	---	---	13 -14.8
	8-7	25	19		6	14	11	{ ---	---	---	---	---	---	---	---	---	14 -15
	8-13	23	13		10	10	13	{ ---	---	---	---	---	---	---	---	---	14 -15
	NO INFORMATION																
	6-E	26	24		2	12	14	3.2-9.0	1,2	4.2-11.5	1,2,3	5.7-9.5	1,2,4	91-137	1	63	11.4-12.7
	6-3	28	28			14	14	1.6-4.2	1,2,3	3.2-4.8	1,2,3	3.0-6.1	1,4	60-114	1	61-63	11.6-13.10
	6-8	32	31		1	15	16	1.8-4.8	1,2,3	1.6-5.3	1,2,3	2.4-5.3	1,2	73-109	1	62-64	11.5-13.2
C	7SP	20	20			11	9	5.2-10.0	1,2	5.7-11.0	1,2,4	8.0-11.0	1,2,4	89-125	1,3	62-63	12.5-13.10
	7-10	14	14			7	7	2.0-4.7	1,2	2.8-5.2	1,2	4.1- 5.9	1,2	83-120	1	62	12.11-15
	7-18	13	13			11	1	2.5-4.6	1,2	1.9-3.8	1,2	3.0- 4.5	1	75-99	1,2,3	60-63	12.9-15.3
	NO INFORMATION ON DATA SHEET FOR GRADE 8. RECORDS SENT TO H.S.																
	6-E	29			29	7	22	{ ---	---	----	---	7.3-11.8	1	----	---	---	11 -12
	6-10	35	1		34	14	21	{ ---	---	----	---	5.6- 9.9	1	----	---	---	11.6-12.5
	6-13	24			24	13	9	{ ---	---	----	---	4.7- 7.9	1	----	---	---	11.6-12.8
	NO INFORMATION																
	No 4th, 5th, 6th GRADE SCORES FOR GRADES 7 AND 8																

*A

1. Metropolitan
2. N.Y. Growth
3. I.T.T.
4. Stanford Achievement
5. Harcourt Brace

*B

1. Metropolitan
2. N.Y. Growth
3. I.T.T.
4. Stanford Achievement
5. Calif. Achievement

*C

1. Metropolitan
2. N.Y. Growth
3. I.T.T.
4. Metro Intermed.
5. Calif. Achievement

*D

1. Otis
2. Kohlman-Anderson
3. Pintner-Cunningham
4. Hemmon-Nelson
5. Calif. M.M.
6. Longe-Thorndike



Implications: Since homogeneous grouping based primarily on standard reading scores does not in fact exist, and since the pattern of grouping in existence tends to create a racial and ethnic imbalance in the top level classes, it would appear that a reexamination of grouping practices in the middle school would be most appropriate in line with the goals of the Middle School Project.

Data Sheet 5, a questionnaire filled out by the pupils, was aimed at ascertaining the feeling of pupils for their teachers. The pupils checked the words "yes" or "no" to the various questions although some pupils inserted "sometimes."

Findings: In all schools there was an overwhelming majority of children who felt that:

- a. most teachers like me
- b. I like most of my teachers
- c. my teachers are helping me to learn my school work
- d. I help my teachers by doing my work, bringing in my homework, taking part in class discussion
- e. teachers are teaching me the things I need to know when I am outside of school

In response to the question, "In what ways do you think your teachers could help you more than they are doing now?" the following categories emerged from the pupils responses:

TABLE III

	22	59	88	(78 not available)
	Total			
1. Give more work, harder work, more homework	36	24	29	89
2. Be more understanding, supportive, fair, professional	59	72	26	157
3. Give more help before tests, review	4	6	1	11
4. Help us individually (during and/or after school)	19	31	21	71/
5. Make schoolwork pleasurable understandable, useful, interesting and varied (includes better books, other materials and methods), discuss work	53	61	24	138
6. Be stricter and enforce rules	8	24	13	45
7. Give less homework, slow down a little	8	13	6	27

TABLE III	22	59	88	(78 not available)
8. Talk to our parents (or send notes)		3		Total 3
9. No change needed, doing as much as they can	7	29	11	47
10. I don't know		3	1	4
11. Inappropriate response	15	18	13	46

The above table includes responses from the 6th and 7th grades of JHS 22 and 88 (8th grades were not available) and 6th, 7th and 8th grades of JHS 59. The responses are fairly well distributed and do not fall into groups by school, grade, class or ethnic background. Items 2 and 5, those most frequently mentioned by the pupils, are very general and involve the basic skills of teaching. As seen on page 2 of this report, the pupils feel the teachers like them and they, in turn, say they like most of their teachers. Nevertheless, liking is not enough and children are sensitive to the art of skilled teaching.

Implications: Ways of developing and maintaining the skills of teachers should be sought to insure interesting, varied and stimulating programs for the middle school child.

Is the ethnic background of the teacher of importance to the pupils in this class? The following question, part of a long questionnaire, was asked to gain insight into the pupil's perception of his schoolmates' feelings. "Do you think your friends in this school would rather have (check one), 1. a White teacher, 2. A Negro teacher, 3. A Puerto Rican teacher, 4. It doesn't matter. The responses are indicated as follows:

TABLE 1V

School	Grade	White	Negro	Puerto Rican	Doesn't Matter
22	6	5	6	2	63
	7	<u>6</u>	<u>5</u>	<u>1</u>	<u>51</u>
		11	11	3	114
59	6	2	4	0	79
	7	3	11	0	57
	8	<u>6</u>	<u>2</u>	<u>1</u>	<u>68</u>
		11	17	1	204
88	6	3	13	0	53
	7	<u>0</u>	<u>5</u>	<u>1</u>	<u>43</u>
		3	18	1	96
78	6	20	0	0	58
	7	20	0	0	64
	8	<u>32</u>	<u>0</u>	<u>0</u>	<u>53</u>
		72	0	0	175

A brief glance will show that the vast majority of pupils feel that the ethnic background of the teacher is of little concern to friends in the school. However, a closer examination of responses by school is of special interest when held up to the Pilot Project's goal of school integration. In JHS 22, Bronx, an integrated school, 18 percent of the pupils choose a racial designation, while 82 percent feel that it does not matter. In JHS 59, Queens, another integrated school, only 12 percent of the pupils choose on an ethnic line while 88 percent say that it does not matter. In JHS 88, Manhattan, a segregated Negro school, 19 percent of the pupils responding chose a teacher by racial designation and 81 percent say it does not matter. In JHS 78, Brooklyn, a White segregated school, 29 percent of the pupils choose a White teacher, no pupil chooses a teacher of a different racial background and 71 percent say they feel it does not matter.

Findings: Based on the above stated question and response trends would indicate that middle school pupils in large numbers perceive their schoolmates as being unbiased racially regarding their teacher's background. However, evidence also indicates that children attending a White segregated school tend to be more biased racially (or, at least, to think that their schoolmates are).

Question: Would responses correspond or be different if the following matched question were asked: "Would you yourself prefer to have a, 1. White teacher, 2. Negro teacher, 3. Puerto Rican teacher, 4. It doesn't matter."

Implications: 1. Integrating the middle school will tend to bring more understanding and tolerance to the pupils involved. 2. Parents, teachers, administrators and other adults need to be made aware of the generally more accepting attitude on the part of middle school pupils towards teachers of all backgrounds.

How do these pupils feel towards classmates of different background? One way to seek an answer is to look at sociometric choices made within a class. Since pupils in JHS 88 and JHS 78 could only choose leaders from similar background (the schools being basically segregated) we used the two integrated schools in an attempt to find trends that might apply to other middle schools. The following information therefore, was gleaned from responses made by pupils in JHS 22 Bronx, and JHS 59, Queens.

The pupils were presented with an assignment of preparing a play on a civil rights demonstration. They were asked to choose a director, two male leading actors, two female leading actresses, a hero, a villain, and a playwright. They were also asked to indicate the homes of two classmates as preferred choices for after-school planning and rehearsing. In all classes in both schools choices were made across ethnic lines. Pupils tended to choose leaders for reasons other than color. Though the play was to represent a civil rights problem, the hero and heroine were not always from the minority groups nor was the villain always from the majority group. In some classes the villain chosen most often was also the pupil chosen to direct or write the play. This choice of a well-liked or a very capable pupil to portray the villain was more common among pupils in the brighter classes. In the slower classes this choice sometimes seemed to indicate a child who was not liked by the other pupils. Heroes, heroines and other class leaders were assigned different roles by different members of the group and frequently received more than one nomination from the same pupil. Of special significance were the two choices for after-school meetings. Here again, crossing ethnic lines was very common. Pupils seemed to choose either well-liked leaders or personal friends, but no pattern of racial preference emerged. (A descriptive analysis of sociometric choices for seven classes is on file in the office of Dr. E. Terry Schwarz).

Findings: In an integrated school setting, many pupils tend to choose class leaders and friends on a basis other than ethnic background. Since this study did not include the addresses of the pupils involved, it is not possible to ascertain whether choices for home rehearsals were related to relative proximity to the school or other classmates. A large proportion of pupils crossed ethnic lines in one or both of their choices.

Questions: Are children who are bussed into a school "isolated" within the school or are they integrated, accepted, liked and chosen leaders once the newness has worn off? Can information for this study be expanded so that an examination of "bussed" leaders vs. "neighborhood" leaders can be made?

Implication: Living and working together in an integrated classroom will tend to allay fears and superstitions concerning persons of different backgrounds and will encourage healthy, normal human interaction.

For most 6th and 7th graders in this study the past year represented their first experience in a middle school. The following responses indicate some feelings about this experience.

TABLE V

Did you like school better:

School	Grade	(1) Last year in your old school	(2) this year
22	6	36	39
	7	29	44
59	6	24	60
	7	8	17
88	6	30	37
	7	9	18
78	6	18	60

TABLE VI

Do you think you learned more:

School	Grade	(1) Last year in your old school	(2) this year
22	6	17	60
	7	20	54
59	6	10	76
	7	5	16
88	6	26	52
	7	5	22
78	6	5	75

TABLE VII

Do you feel that the teachers helped you more

School	Grade	(1) Last year in old school	(2) this year
22	6	26	51
	7	22	42
59	6	19	66
	7	11	10
88	6	25	45
	7	3	23
78	6	23	57

TABLE VIII

Do you feel that you learned more:

School	Grade	(1) last year, one teacher (2) this year, many teachers	
22	6	16	50
	7	12	60
59	6	11	72
		4	17
88	6	19	49
	7	4	22
78	6	8	73

Findings: Though there seems to be some lack of agreement as to whether the children preferred school last year or this, in terms of liking, - there is very strong feeling that they learn more and receive more help from teachers in the middle school.

Questions: Do teachers feel the same way? What do standardized tests show?

Implications: Since the middle school seems to give the pupils the feeling of receiving more help and of learning more, the basic idea seems to be psychologically sound from the point of view of the pupils. Need for further experimentation and study is indicated.

T A B L E IX.

STATISTICAL ANALYSIS OF ETHNIC COMPOSITION OF TOTAL SCHOOL
POPULATION AND OF NEWLY-ADDED SIXTH GRADES

<u>TOTAL SCHOOL ENROLLMENT</u>				<u>NEWLY-ADDED SIXTH GRADE ENROLLMENT</u>			
	<u>Negro</u>	<u>Puerto Rican</u>	<u>"Other"</u>	<u>6th Gr.</u>	<u>Negro</u>	<u>Puerto Rican</u>	<u>"Other"</u>
School A	52.2%	1.2%	46.6%	School A	58%	2.7%	40%
School B	39.8%	25.8%	35.4%	School B	38.5%	28.3%	33.2%
School C	98%	1.2%	13%	School C	99.9%	.1%	less than .1%
School D	less than .1%	.01%	99.9%	School D	.1%	less than .1%	99.9%
School E	71.7%	28.2%	.1%	School E	69.3%	30.5%	.2%
School F	50%	48%	.2%	School F	50%	48%	.2%
School G	59.5%	25.1%	15.4%	School G	65%	25%	10%

TABLE I.

RACIAL AND ETHNIC COMPOSITION OF STAFFS OF SCHOOLS STUDIED

	<u>Negro Staff Members</u>	<u>Puerto Rican Staff Members</u>	<u>"Other" Staff Members</u>
School A	21	0	89
School B	11	1	98
School C	45	1	54
School D	1	1	124
School E	21	0	50
School F	17	1	83
School G	9	1	90

T A B L E X I.

TYPE OF LICENSE HELD BY STAFFS OF SAMPLE SCHOOLS

	<u>JR. HIGH SUBJECT TAUGHT</u>	<u>JR. HIGH SUBJECT OTHER THAN ONE TAUGHT</u>	<u>COMMON BRANCHES</u>
SCHOOL A	75	18	4
SCHOOL B	100	6	4
SCHOOL C	68	12	10
SCHOOL D	74	0	0
SCHOOL E	48	19	4
SCHOOL F	72	27	2
SCHOOL G	84	11	2

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Title I Evaluations

Information from representative sampling of cumulative
records of schools under study - data sheet 1

(Middle Schools - Sixth Grade)
June 8, 1966
Dr. E. Terry Schwarz

Directions: In each school, record as indicated below for a high, middle and low exponent class on each grade level represented in the school under study. The information is to be obtained from the cumulative records. One record sheet is to be used for each child in the sample.

1. Grade 6 7 8 9 (circle one)
2. Grade Exponent 1 2 3 4 5 6 7 8 9 (circle one)
3. Total number of grades in the school.
_____ 6th _____ 7th _____ 8th _____ 9th
4. Reading Score Grade 4 _____
Grade 5 _____
Grade 6 _____
5. Name of test used _____

6. I.Q. _____ Data Record _____
7. Ethnic or racial
Identification
N PR OTHER
(circle one)
8. Sex M F (circle one)
9. Age _____

Grade	Class Exponent	Ethnic and Racial Distribution		
		APPROXIMATE NUMBER OF NEGRO CHILDREN	APPROXIMATE NUMBER OF WHITE CHILDREN	APPROXIMATE NUMBER OF PUERTO RICAN CHILDREN



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Title I Evaluations

Middle Schools - Sixth Grade

June 8, 1966
Dr E. Terry Schwarz

A sociometric approach to examine the relationships
among children in a sampling of classes
in the pilot middle school under study
Data sheet 3

Directions: Use same classes studied in data sheets 1 and 2. Say to children:
Listen carefully to what I have to say to you and try to answer the questions
asked on the paper in front of you.

(Person giving the test will read the following situation slowly and will allow
children to ask questions to insure that they understand what is being asked
Two students and the classroom teacher will be present to assist with spelling
or writing help children may need.)

Situation to be read:

You have heard and seen on T.V. a great deal about demonstrations. People ---
at the present time often Negroes and Puerto Ricans----feel that they do not have
the same opportunity as other people to choose the place they want to live. They
sometimes feel that they are going in to schools that are not as good as those which
other students are attending. In some parts of our country, people are not allowed
to eat in restaurants or vote in elections. In still other places, only certain
people are allowed in swimming pools or to join labor unions.

Many of these people have tried to show that they do not like this treatment
by taking part in demonstrations. In these demonstrations, they march with big
signs to the city hall and state capitol. Sometimes they sit in restaurants and
demand to be served. Sometimes they walk up and down in front of schools and
carry signs which say that they feel they are not being treated fairly.

Let us pretend, that your class is going to write a play to show in the assembly
about these civil rights demonstrations. Which boys or girls would you choose to
do the play?

1. To direct the play (be the boss)

2. To be the most important actors (2 boys)

(continued)



Middle Schools - Sixth Grade

A sociometric approach to examine the relationships
among children in a sampling of classes in
the pilot middle school under study

Data sheet 3 (continued)

3. To be the most important actresses (2 girls)

4. To be the villian

5. To be the hero (boy)

- 6 To be the heroine (girl)

7. To write the play

8. If you had to practice outside of school, at whose homes would you like to
practice? (pick 2)

1.

2.

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An observation guide to examine relationships
among children outside of classrooms but
within the school program Data Sheet 4

(Middle Schools - Sixth Grade)
June 8, 1966
Dr. E. Terry Schwarz

Directions: Where possible follow the same classes studied in data sheets

1, 2 and 3. If not possible, visit places designated below and make observations
on random groups present.

Directions to the observer:

The aim of this observation is to determine as closely as possible the
degree to which Negro, White and Puerto Rican children mingle in school activities
and areas.

A list of areas and activities is given below with suggested form for noting
the proportion of pupils of different ethnic groups who are mingling in activities
such as talking, playing, eating, etc.

The observer's main aim is to observe the number of clusters of pupils of
mixed ethnic origin who are playing, talking, eating, etc. together. The average
composition of the cluster should be noted by encircling the appropriate abbrevi-
ation designating Negro, White or Puerto Rican.

W - White

N - Negro

PR - Puerto Rican



Middle Schools - Sixth Grade

An observation guide to examine relationships
among children outside of classrooms
but within the school program Data Sheet 4

(continued)

Area of Activity	Total Number pupils Present	Number of Clusters Pupils of Mixed Ethnic Background	Composition of the Average Cluster
			(Encircle one)
Lunchroom			N W PR
			WN W-PR N-W-PR
			PR-N
Yard			report for each area of activity
Study Hall			
Halls			
Homerooms			
Library			
Music class			
Assembly			
Shop class			
Art class			
Gym or Playground			
Clubs			
Extra-Curr. Activities			



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Middle Schools - Sixth Grade

June 8, 1966
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A questionnaire to examine aspects of the self-image
of children in the pilot middle schools - data sheet 6

1. Do you feel that you can do your school work well? (check one)

Yes _____ No _____

2. Do you think your teachers feel that you can do your school work well?

Yes _____ No _____

3. Do you think you can do school work as well as other kids your age?

Yes _____ No _____

4. Do you think you can do other school activities like athletics, band, art, etc. as well as other kids your age? (check one)

Yes _____ No _____

5. Do you think that your family at home feel you can do things well? (check one)

Yes _____ No _____

6. Do you feel that the kids you are with outside of school think you can do things well?

Yes _____ No _____

7. Do you think you can do anything well?

Yes _____ No _____

8. What is it you think you can do well?



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Middle Schools - Sixth Grade

June 8, 1966
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A questionnaire to examine teacher - child
relationships in the pilot middle school

Directions: Administer to same classes studied in data sheets 1, 2 and 3.

1. Do you think that most teachers in this school like you?
Yes _____ No _____ (check one)
2. Do you like most of your teachers?
Yes _____ No _____ (Check one)
3. Do you think that your teachers are helping you to learn your school work?
Yes _____ No _____ (Check one)
4. Do you feel that you help your teachers by doing your work, bringing in your homework, taking part in class discussions?
Yes _____ No _____ (check one)
5. Do you feel that your teachers are teaching you the things you need to know when you are outside of school?
Yes _____ No _____ (Check one)
6. In what ways do you think your teachers could help you more than they are doing now?

(continued)



Middle Schools - Sixth Grade

A Questionnaire to examine teacher - child
relationships in the pilot middle school
(continued)

7. Do you think your friends in this school would rather have (check one)
1. A White teacher _____
 2. A Negro teacher _____
 3. A Puerto Rican teacher _____
 4. It doesn't matter _____
8. If a friend of yours had a serious problem with some student in another class who would you tell him to go to for help?
- (check one or more)
- a. your homeroom teacher _____
 - b. his homeroom teacher _____
 - c. one of your subject teachers _____
 - d. one of his subject teachers _____
 - e. a guidance counsellor _____
 - f. assistant principal _____
 - g. dean _____
 - h. principal _____
 - i. his parents _____
 - j. _____ Other (please fill in)
9. If a friend of yours could not get along with one of his teachers, who would you tell him to go to for help?

(continued)



A questionnaire to examine teacher - child
relationships in the pilot middle school

(continued)

- a. your homeroom teacher _____
- b. his homeroom teacher _____
- c. one of your subject teachers _____
- d. one of his subject teachers _____
- e. a guidance counsellor _____
- f. assistant principal _____
- g. dean _____
- h. principal _____
- i. his parents _____
- j. _____ other (fill in) _____
- k. no one _____

10. Who does the most for you during the time you are in school?
(check one) _____

- a. your homeroom teacher _____
- b. one of your subject teachers _____
- c. a guidance counselor _____
- d. dean _____
- e. an assistant principal _____
- f. principal _____
- g. _____ (fill in) _____
- h. no one _____

11. Did you like school better (check one)

- a. last year in your old school _____
- b. this year in this school _____

A questionnaire to examine teacher - child
relationships in the pilot middle school

(continued)

12. Do you think you learned more (check one)

a. last year in your old school_____

b. this year in this school_____

13. Do you feel that the teachers helped you more (check one)

1. last year in your old school_____

2. this year in this school_____

14. Did you feel that you learned more (check one)

1. last year when you spent all day with one teacher?_____

2. this year when you have many teachers?_____



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June 8, 1966
Dr. E.Terry Schwarz

Information Guide for Faculty
Observers on School Under
Study

I. Statistical Information

A. Total School Enrollment _____

B. Enrollment

1. Grade 6 _____
2. Grade 7 _____
3. Grade 8 _____
4. Grade 9 _____

C. Ethnic Composition

1. Of total Population

- a. Negro
- b. Puerto Rican
- c. Other

2. By Grade

a. Grade 6

1. Negro
2. Puerto Rican
3. Other

b. Grade 7

1. Negro
2. Puerto Rican
3. Others

c. Grade 8

1. Negro
2. Puerto Rican

3. Other

d. Grade 9

1. Negro
2. Puerto Rican
3. White

D. Sex

1. Total Boys _____ 2. Girls _____

2. By Grade

a. 6th _____ B	_____ G
b. 7th _____ B	_____ G
c. 8th _____ B	_____ G
d. 9th _____ B	_____ G

E. Class Size

1. Total Average _____

2. Average by grade _____

a. 6th _____
b. 7th _____
c. 8th _____
d. 9th _____

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June 8, 1966
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3. Note extreme variance (r.e. excessively
large gym classes, social studies classes, etc.

F. Building (clean, repair, paint, safety, space, adequacy

G. Services Offered (Art, Music, Physical Education,
Reading, Guidance, Library, etc.)

H. Parent participation (various ways in which parents
and school interact. Approximate percentage of reached
on various levels of involvement.
problems and complain

I Faculty

1. Total _____

2. Number of classroom teachers _____

Number of "OTP's" _____

3. Racial and Ethnic Composition

P.R. _____ N. _____ Other _____

4. Licenses

a. Regular _____

b. Substitute _____

5. Licenses

a. for subject taught _____

b. for subjects other
than those taught _____

c. common branches

d. Emergency

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6. Status
 - a. permanent tenure _____
 - b. probation _____
 - c. permanent substitutes _____
 - d. per diem substitutes _____
7. Experience (years)
 1. _____
 2. _____
 3. _____
 - 4-7 _____
 - 8-10 _____
 - 10 _____
8. "OTP" Staff Analysis
 - a. assistant Prin. _____
 - b. guidance counsellor _____
 - c. _____
 - d. _____
9. School Aides (Teaching or Parent or Student Aides)
10. Custodial Staff
11. Instructional materials available
12. Pupil Information
 - attendance rate _____
 - lateness rate _____
 - drop-out rate _____
 - truancy rate _____

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(Is there any particular grade level at which there is lower attendance, more lateness, etc.)

13. estimate of teacher morale
14. estimate of pupil morale

SUGGESTED SPECIFIC DATA WITH
REGARD TO MOVEMENT TOWARD
THE MIDDLE SCHOOL CONCEPT

1. When was sixth grade added?

1963-64 _____ 1964-65 _____ 1965-66 _____

2. Total School Enrollment Before Addition of Sixth Grade

3. Total School Enrollment After Sixth Grade was added

4. Average class size before _____
after _____

5. Number of children using following facilities before and after

FACILITY	BEFORE	AFTER
----------	--------	-------

Lunchroom

Gym

Art Room

Yard

Library

6. Staff Size before and after addition of sixth grade

STAFF	BEFORE	AFTER
-------	--------	-------

OTP

Teaching

Regular

Sub

Emergency

Guidance Counselor

Laboratory Asst.

Secretary

STAFFBEFOREAFTER

Subj. License

Other Subj. License

Common Branches

Emergency

EXPERIENCEBEFOREAFTER

First Year

Second Year

Third Year

4 - 8 Year

9 - 12 Year

12 Over

ETHNIC AND RACIALBEFOREAFTER

Background

Negro

Puerto Rican

Other

7. Staff resources for sixth grade

a. Number _____

b. Licenses

Subj. taught _____

Other subject _____

Com. Branches _____

Emergency _____

c. Tenure

Regular _____

Probation _____

Per diem substitutes _____

Permanent substitutes _____

8. In what ways was the staff involved in developing the program for the new school population?
9. In what ways are you planning in the next few years to involve the school staff in the development of program for the emerging Middle School?
10. Did you receive any help from outside in your task of developing a new Middle School program?
11. Would you like such help? _____
What kind?

12. Did the school organization patterns change when the sixth grade was added?

In what way?

13. Do sixth graders have programs that are in any way different from other grades in the school?

If so, how?

14. Did you have any kind of orientation and guidance program for sixth graders?

Examples:

15. Do you plan in the future to have orientation and guidance programs for the incoming sixth and eventually fifth grade pupils?

16. What change, if any, have you noticed in the school since sixth grades have been added?

17. What do you feel are the most crucial problems you have faced with the addition of sixth graders and will eventually face with the addition of fifth graders?

18. If you could outline a program which would enable your new Middle School to succeed, what might it look like? What would you need? From whom?

Need:

Would look like:

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Middle Schools - Sixth Grade

June 8, 1966
Dr. E. Terry Schwarz

Suggested specific data with regard to
movement toward the middle school concept

1. When was the sixth grade added?

1963-64 1964-65 1965-66

2. Following statistics before and after sixth graders
were added.

Before sixth graders
were added

After sixth graders
were added

1. Total school enrollment

2. Average class size

3. Number of children using
the following facilities:

a. lunchroom

b. gym

c. halls

d. art room

e. music room

f. yard

g. library

h. _____

i. _____

Suggested specific data with regard to
movement toward the middle school concept
(continued)

Before sixth graders
were added

After sixth graders
were added

4. Staff size

a. OTP (indicate status, racial, ethnic background)

b. Teaching

1. Regular
2. Permanent
Substitute
3. Per diem substitute
4. Emergency

Licenses

In subj. taught
In other Sec. Ed. Subj.
Common Branches
Emergency

Experience

1 year
2 years
3 years
4-8 years
More than 8 years

Suggested specific data with regard to
movement toward the middle school concept
(continued)

Before sixth graders
were added

After sixth graders
were added

5. Ethnic and Racial Background

1. Negro
2. Puerto Rican
3. Other

6. Office Staff (Indicate status)
Ethnic & Racial Background

Secretary

Clerk

Aid

7. Custodial Staff (Indicate status)
Ethnic & Racial Background

8. Staff Resources for Sixth Grade

a. Number

b. Licenses

1. Subj. taught
2. Other subjects
3. Common Branches
4. Emergency

c. Status

1. Regular (tenure)
2. Probation
3. Permanent Sub.
4. Per diem Sub.

d. OTP's working specifically
with sixth grades

9. In what ways was the staff of your school involved in developing the program
for the new school population?

Suggested specific data with regard to
movement toward the middle school concept

(continued)

5. In what ways are you planning in the next few years to involve the school staff in the development of a school program for the new school population?
6. Did you receive any help from outside in your task of developing a new Middle School Program?
7. Would you like such help?
What kind?
8. Did the school organization patterns change when the sixth grade was added?
In what ways?
9. Do sixth graders have programs that are in any way different from other grades in the school? If so, how?
10. Did you have any kind of orientation and guidance program for sixth graders?
(Examples)
11. Do you plan in the future to have orientation and guidance programs for the incoming sixth and eventually fifth grade pupils?
12. What changes, if any, have you noticed in the school since sixth graders have been added?

Note: If possible, a sampling of sixth grade classes should be visited to roughly assess the quality of instruction.

CENTER FOR URBAN EDUCATION
33 West 42nd Street, New York

Educational Practices Division
Nathan Brown, Associate Director

Evaluation of New York City School District
educational projects funded under Title I of the
Elementary and Secondary Education Act of 1965
(PL 89-10) - performed under contract with the
Board of Education of the City of New York, 1965-
66 School Year.

Joseph Krevisky
Research Coordinator, Title I Projects

REDEVELOPMENT OF A CURRICULUM FOR SOCIALLY
MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN
WITH A COROLLARY OF TEACHER TRAINING.

Rosalyn S. Cohen
Assistant Professor
Special Education
Jersey City State College

August 31, 1966

111
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56
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* Note to readers:

In February of 1966 the Board of Education passed a resolution changing the name of the "600" schools to Special Schools for the Socially Maladjusted and Emotionally Disturbed.

However, to avoid confusion between this type of school and other types of Special Schools, such as those dealing with the physically handicapped, retarded or the severely mentally ill, the designation "600" school will be retained throughout this report.



EVALUATION OF TITLE I PROJECT

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CHAPTER I. INTRODUCTION

During the past decade there has been a growing concern in the community at the alarmingly high incidence of emotionally disturbed and/or socially maladjusted children. Ten per cent of school children throughout the country have been estimated to require clinical help by virtue of their emotional disturbance.

A wide variety of special facilities have opened in an attempt to rehabilitate children whose emotional disturbance and/or social maladjustment prevents their adaptation to the large public school classrooms. Such facilities include special private schools and/or residential centers, day treatment centers, special schools for emotionally disturbed children and special classes in the public schools.

While each of these settings varies in its approach to the problem of educating these children, all are committed to the common goal of increased understanding by the teacher of the nature of the child's disorder and the



search for effective techniques of reeducation. The approach of the educator is very much influenced by the setting within which he functions.

In an effort to meet the special educational needs of a large group of emotionally disturbed and socially maladjusted pre-adolescent and adolescent boys and girls who were unable to adapt to the large classes and settings of the New York City public schools, the Board of Education of the City of New York established the Bureau for the Education of Socially Maladjusted Children.

The first experimental "600" school was founded in May, 1946. From the original seven schools which were part of the first experimental project, the "600" schools have expanded to a current population of 31 schools which contain a pupil population of approximately 5,200. The "600" schools are to be found in day schools, psychiatric hospitals, residential and day treatment centers, remand centers and institutions.

A. Characteristics of Child Population

The "600" schools admit children who have evidenced "a history of repeated disruptive and aggressive behavior, extensive in scope and serious in nature."¹ Their behavior has been characterized as "defiant, disruptive, disrespectful and hostile to all authority."²

Most of the children live in low socio-economic areas, many coming from welfare or low-income families. There is a high percentage of Negro and Puerto Rican children. A majority of the children might be described as behavior disorders or pre-delinquents. They have great difficulty in controlling impulses. Feelings of deprivation and anger are common. They have little capacity for delayed response and are primarily oriented to the here and now. They are often suspicious, anti-social and anti-authority.

While the children who are admitted into the "600" schools are not mentally retarded, a large proportion have extensive learning problems and low school achievement

1. Committee Study June 1964 to February 1965, A Report to the Superintendent of Schools, Board of Education of New York City, "600" Schools, Yesterday, Today & Tomorrow. p. 17.

2. Ibid. p. 1.

levels with consequent sense of failure and low self-esteem. They have sometimes been described as "more disturbing than disturbed." Whatever the origin, nature or severity of the child's problems, they are undoubtedly complicated by membership in minority groups.

B. Philosophy and goals of "600" school curriculum

The philosophy of the "600" school program is based on the consistent conviction that no matter how severe their problems are, these children can be rehabilitated through a program of special education.

Bearing in mind that these children have not succeeded in the conventional pattern provided in the regular schools, the "600" school curriculum is geared to providing:

"a bridge by which the school utilized the experiences of the students and of the social and economic life around him in a sustained effort to correct the deviant characteristics and redirect his abilities and energies toward better patterns of personal and social adjustment and higher levels of academic achievement; it is a means not an end. It must be carefully contrived, periodically evaluated and regularly revised."¹

1. Ibid., p. 30.

Such a curriculum should create a daily life in school in which each educational experience provides the child with a sense of achievement and self-worth. In addition, to serve a rehabilitative function the curriculum must be carried out in a way that will help the child to develop better inner controls.

C. Objectives of Title I Project

The current project "Curriculum Development and Teacher Training Program for Socially Maladjusted and Emotionally Disturbed Children" is part of an ongoing search on the part of the New York City Board of Education for new and better ways to educate that group of emotionally disturbed and socially maladjusted adolescents (grades 5th through 12th, ages 10 to 16) attending the "600" schools.

It represents part of a continuous reevaluation process that is necessary and inherent in all special education programs geared to improving the total process of educating these very troubled and troublesome children.

As part of this search participants in this Title I Project prepared a Curriculum Bulletin designed to inspire maximum participation by the children in the learning

process. This was done by devising a series of educational experiences in the nine major subject areas through which the children would hopefully achieve a sense of personal worth which could then serve to redirect anti-social behavior into personally and socially constructive channels.

The first phase of this challenging project was undertaken in the summer of 1966. It consisted of writing an improved curriculum for the "600" schools based on a resource unit centering around a theme "What is a City?" and geared to seventh grade children. It is this phase that will be evaluated in this report.*

* A first draft of a similar curriculum bulletin was prepared the previous summer (1965) by the Bureau for Education of Socially Maladjusted Children. Its overall structure was used as a framework for the current version.

CHAPTER II

THE PROCESS OF ORGANIZING AND STRUCTURING THE CURRICULUM
DEVELOPMENT PROJECTA. History

In the spring of 1966 an application was submitted by Bernard E. Donovan, Superintendent of Schools, City of New York, to the Coordinator for Title I of the Elementary & Secondary Education Act, State Education Department, Division of Educational Finance, Federally Aided Programs, Albany, New York.

This application was prepared and written by Dr. Kathleen Lolis, Research Assistant, Bureau of Educational Research and Mr. Sidney Lipsyte, Director of Bureau for the Education of Socially and Emotionally Maladjusted Children.

The impetus for this grant application was a recommendation by the "Committee on the '600' Schools," the findings of which were published in their Committee Study, June 1964 to February 1965, entitled "'600' Schools, Yesterday, Today & Tomorrow: A Report to the Superintendent of Schools, Board of Education of New York City."

Recommendation:

"Strengthen procedures for more effectively adapting the regular school curriculum to the very special individual interests, needs and abilities of "600" school pupils, placing as much stress on how these pupils learn as on what they learn."¹

The committee's report further suggested a procedure to implement the above recommendation.

"The Office of Curriculum & Evaluation, with the assistance of members of the appropriate Bureaus and school staffs, will develop a Curriculum Guide to assist teachers in adapting and modifying the regular school curriculum. The regular school curriculum must furnish the basic framework because the goal must almost always be to return a maximum number of these pupils to the regular school. The CURRICULUM GUIDE will spell out more clearly for the "600" school teacher, the methods, techniques, materials and procedures to be used in working with these pupils toward objectives similar to and different from those established for pupils not handicapped by emotional disturbances and social maladjustment."²

The Office of Curriculum & Evaluation referred to in the first sentence above served the function of obtaining approval of the project from the Superintendent of Schools, through Dr. Joseph Loretan, Deputy Superintendent of Schools.

The two "appropriate Bureaus" referred to above are the Bureau of Curriculum Research (Dr. Bristow)

1. Ibid., p. 27.

2. Ibid.



and the Bureau for Education of Socially & Emotionally Maladjusted Children (Mr. Lipsyte).

Approval for this grant proposal was received in April 1966 by Dr. Bernard E. Donovan, Superintendent of Schools of the Board of Education, City of New York. The first phase of this project was initiated in May 1966 by Mr. Sidney Lipsyte, Director of Bureau for Education of Socially Maladjusted Children who served as the Project Coordinator.

B. Procedure: Action Plan

1. Selection of participants

This project was executed in two parts: (1) teacher training program and (2) writers' committee.

Teachers who participated in the first phase (teacher training program) were selected from four schools ranging from the earliest to the most recently established "600" schools. They were selected by the principals of these four schools on the basis of their expertise in specific subject areas.

Selection included teachers with varying amounts of experience. The younger teachers were included in order to incorporate into the final document some of the issues

and questions with which they were struggling. The older teachers were included in order maximally to utilize those curriculum practices they had found most useful in their own experience with these children, as well as to ascertain whether they had the necessary psychological insights required to work with these difficult children in modified and newer ways.

Writers who participated in the preparation of the Curriculum Guide were selected by principals as follows: ten teachers from four schools plus the principal and assistant principal of each school. Writers' Committee also included some members who were not in the "600" schools. This group was included because they were familiar with the special problems of the disadvantaged and culturally deprived child, their knowledgeability of normal child development and their special interest and skill in new possibilities of educating these children.

The total number of writers was 19. The median age of the writers was 35-40.

A clinical psychologist, Mr. Marvin Greenstein, who is Psychologist Supervisor and currently Acting Assistant Director of the Bureau of Child Guidance, was



included in the Writers' Committee in order to provide a background of clinical understanding of learning disabilities, as well as to assist the teachers in formulating what constituted a therapeutic milieu in the classroom. He served as author of the Foreword of the Curriculum Guide, which is entitled "The Therapeutic Curriculum."

2. Organization of Teacher Training Sessions & Writers' Committee Meetings

Following the selection of participants, who were paid for the time in accordance with a pay scale determined by the Business Administration Office of the Board of Education in collaboration with the Coordinator of this Title I Project (Mr. Lipsyte), meetings began in May 1966.

During May 1966 there were two meetings of the Writers' Committee preparatory to the Teachers' Training Program. Following this, all participants met during the first phase of this project on three Saturdays, June 11, 18, 25 at the headquarters of the Board of Education, 110 Livingston Street, Brooklyn, New York.

Teachers' training sessions met each of these three days during the mornings. Agendas of these teachers' training sessions are attached (Exhibit A).



Agendas included:

1. Introductory remarks by Mr. Lipsyte as Director of Bureau for Education of Socially Maladjusted Children.
2. Speakers - invited specialists in clinical psychology and learning disabilities as well as in specific curriculum areas such as art, audio visual aids.
3. Breakup of larger group into small committee meetings for purposes of discussion, such discussion to provide a "grass roots" feedback to Writers' Committee.

At the June 11th meeting committees met by curriculum areas; June 18th and 25th meetings by random selection in order to guarantee a broader feedback.

4. Recall of whole group for digest of feedback reports of each committee.

Following the first meeting on June 11th, during the two subsequent meetings held on June 18th and 25th, separate meetings of supervisors and teachers were held at the request of some teacher participants who felt they could speak more freely in the absence of principals and supervisors.

Minutes of the three teacher-training sessions were kept by recorders, mimeographed and distributed to participants (Exhibit B).

Following each of these three morning training



sessions, the Writers' Committee met during the afternoons to discuss the overall planning of this Curriculum Guide.

3. Writing of Curriculum Guide

At the third and final teacher training program held on Saturday, June 29th, the Writers' Committee met in an afternoon session to make arrangements for the actual writing of the Curriculum Guide. Plans were made to meet in specific subject area sub-committees throughout the month of July with a deadline for completion of reports of August 1st. Deadline for completion of entire Curriculum Guide was set for August 26th.

During the month of July these separate sub-committees met on the 9th floor of the offices of the Board of Education, 110 Livingston Street, Brooklyn, New York, to prepare their separate sub-sections of this Curriculum Guide.

Reports were then submitted to Mr. Lipsyte who served as Editor. He worked throughout the month of August. Mr. Lipsyte's function was to eliminate repetitions, organize the document, arrange for rewriting wherever necessary and prepare the Guide for final publication.

CHAPTER III

EVALUATION OF THE WRITING PROCESS

A. Sequence of Action Stages

The first stage of this Title I Curriculum Development Project was a series of three meetings of selected teachers as part of the preparatory teacher training program.

The purpose of arranging the three teacher training sessions first was to provide the writers with a consensus of the experiences and recommendations of this "grass roots" group of "600" school teachers.

The second stage consisted of meetings of selected writers who met first as a whole group and later in specific subject area committees. The writers decided to center the Curriculum Guide around one major resource unit that would be of great interest to the children about life in New York City entitled "What is a City?" This unit was to be especially geared to seventh grade children.

The seventh grade was chosen as the pivotal grade for a number of reasons. The largest number of classes in the "600" schools are seventh grade classes. From a psychological and curricular viewpoint, this grade

represents an important transition in the school life of the children. The large amount of accumulated academic retardation in language arts, particularly reading and speech and mathematics skills becomes particularly critical at this juncture. There is a difference in school operation with greater compartmentalization or departmentalization. There are a large number of holdovers in this grade, many operating at an achievement level several grades behind.

1. Evaluation of Teacher Training Sessions

The major portion of the teacher training sessions was spent listening to a qualified guest expert in a particular curriculum area. The speakers presented a generalized overview which did not provide sufficient specific structure either for discussion or for the specific task of this project, namely the writing of the Curriculum Guide. Few of the suggestions or proposals made by the teacher participants in these training sessions were actually incorporated by the writers into their final subject area units.

2. Recommendations:

- a. Reversal of sequence: It is suggested that



in any future writing projects of this nature the first phase should consist of a first draft prepared by the writers of their separate sub-sections. This could then be followed by a meeting with the teachers of this subject area for discussion and/or revision. Such a prepared and structured, though tentative presentation, would gear the discussion to the writing task much more effectively. It would provide the structured framework for the type of workshop arrangement that was intended and would encourage discussion directly relevant to the writing task.

b. Group meetings of teachers by subject area:

Group meetings of teachers would then consist only of the teachers of a specific subject area for the purpose of discussing this tentative draft. For example, science teachers would meet with the writer of the science unit. This would result in greater conservation and economy of time through maximal use of each teacher's specialty. In addition, it would result in a greater incorporation of the suggestions made by the teachers through channeling these to the group leader who would be the writer of this section of the Curriculum Guide.



B. Reevaluation of "return to public schools" as Goal of
"600" Schools

Based on the rationale that "the main goal of the '600' schools is to return the child to the mainstream of the public school system"¹, it was suggested to the writers early in the course of this project that they "use the regular school curriculum as the basic framework"² and draw on the regular Board of Education curriculum manuals for their major ideas.

1. Recommendation

Whether the return of the child to the regular school where he has experienced his major failure is the most desirable or highest priority therapeutic objective, is open to question. This issue should be reviewed on a policy level and this stated goal reevaluated, particularly in view of the fact that many of these children seem to do well in the smaller classes of the "600" schools but resume their difficulties when they return to the regular public schools.

In the meantime, whether or not this policy is continued, it would seem that the maximal development of a fresh and creative approach to curriculum for these

1. Ibid., p. 27.

2. Ibid.

children is somewhat restricted by requiring that the writers utilize the regular school curriculum as the framework for this new effort. Such a requirement, even though suggestive rather than mandatory, does not provide the pioneering climate necessary for a resourceful, imaginative and daring new approach. It inhibits the writers from venturing into totally unexplored and fresh ways of teaching where the old and traditional ones have failed. It also has the effect of restricting the scope of source materials used by the writers.

2. Recommendation

It is therefore recommended that the implied restriction inherent in the directive to use Board of Education bulletins as the major source of reference for the curriculum writing project be revised.

C. Need for exploratory survey of professional literature preparatory to writing

The organization of an educational program for the children in the "600" schools should be preceded by a review of the current literature of approaches which have been successful in meeting the problems posed by

these children. Examination of the various experiments with troubled children indicates a wide range of underlying philosophies varying from the psychoanalytic approach in a permissive atmosphere (Bettelheim), the therapeutic milieu (Redl, LaVietes), psychoeducational approach (Morse), the structured approach (Haring & Philips, Cruikshank).

1. Survey of curriculum materials

A complete and thorough investigation of all curriculum bulletins, syllabi and materials published throughout the country should precede the first stage of writing a new curriculum.

This would serve the dual purpose of (1) avoiding duplication of effort as well as (2) maximal utilization of current curriculum efforts in this field. Following such a survey, the creative and intellectual energies of the writers could then be focussed on modification and/or adaptation of what is most suitable for the child population of the "600" schools. It would also help to fill in the gaps in the research. For example, a series of excellent albums of oversize photographs dealing with city life has already been published as part of a series of "Urban Education



Studies."¹ In addition to the rich assortment of photographs of life in the city, this series contains teachers' guide questions and a vast array of highly stimulating language arts and social studies experiences and activities of vital interest to the age group in the "600" schools.

The Ford Foundation has sponsored a variety of efforts in curriculum revision for hitherto educationally deprived children, the results of which will soon be published. Hunter College has published similar material and is currently preparing additional curricula.^{2,3} Students in training at Queens College worked with a group of volunteer ghetto children and devised a number of interesting and creative projects for working with these children.⁴

1. Betty Atwell Wright, Urban Education Series, The John Day Company, New York, 1965.

2. Hunter College Project, TRUE (Teachers & Resources for Urban Education): Education and the Metropolis: A Book of Readings by Harry L. Miller & Marjorie B. Smiley, N. Y. The College, 1964.

3. _____: Urban Education, An Annotated Bibliography, N. Y. The College, 1963

4. Leonard Kornberg, Bridges to Slum-Ghetto Children, Department of Education, Queens College, 1961.

2. Survey of related research

The vast number of ongoing and completed research studies related to the education of the emotionally disturbed and/or socially maladjusted child should be surveyed in order to formulate a theoretical framework for curriculum selection and to translate the findings of research from the behavioral and social sciences into practical applications for the education of the "600" school population. Such a survey should include:

a. Literature on child development highlighting the special needs, characteristics and interests of the age group (12-14 year olds) towards which this Curriculum Guide has been geared, should be studied. Psychological, emotional and social characteristics of the "average" or "normal" 12-14 year old should be explored with special emphasis on hobbies, group interests and how these can be incorporated into learning experiences.^{1,2,3}

1. Arnold Gesell, Frances L. Ilg & Louise B. Ames, The Years from Ten to Sixteen, New York: Harper & Bros. 1956.

2. A. T. Jersild, Psychology of Adolescence, Macmillan, N .Y. 1957.

3. G. G. Thomson - Social Values in Adolescence.

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b. Literature on juvenile delinquency (Aichorn, Kvaraceus), adolescent gangs and group life¹ gathered by social workers, group workers, recreation leaders and educators should be surveyed in order to formulate techniques of engendering the group process in the classroom. The findings of experienced group workers can be explored in order to determine how best to utilize the inherent structure of the adolescent group, rules and codes, selection of leaders and followers to solidify the learning atmosphere.

c. A review of major learning and motivational theories should be conducted in order to assess the applicability to this population of children.^{2,3}

d. A study of the literature on special education of the emotionally disturbed child should be conducted in order appraise some of the wide variety of suggested approaches to curriculum (Morse, Knoblock, Leton, LaVietes, Hobbes). A beginning exploration into how psychoanalytic principles can be translated into educational practices

1. William F. Whyte, Street Corner Society

2. Yeshiva University, Ferkauf Graduate School of Education, Proceedings of Third Annual Invitational Conference on Urban Education: After School Integration, What? May, 1964.

3. _____, Proceedings of Fourth Annual Invitational Conference on Urban Education: Environmental Deprivation and Enrichment, April 26, 1965.



is currently being undertaken at the Reiss-Davis Clinic.¹

e. A complete and thoroughgoing search of the files of the Behavioral Sciences Section of Science Research Associates, Smithsonian Institute, Washington, D.C., as well as a survey of recent issues of Research Relating to Children² should be made to explore the results of similar curriculum writing projects conducted throughout the country.

D. Need for Survey of Facilities

A series of intensive visits might then be conducted to some of the outstanding facilities throughout the country. Such visits might include observation of classrooms and consultation with faculty. Curriculum guides, administrative manuals and literature for teachers could be obtained which would contribute to the enrichment of the Curriculum Guide.

1. Rudolf Ekstein and R. L. Motto, Psychoanalysis and Education, Reiss-Davis Clinic Bulletin, Los Angeles, California, published twice annually, 1964 to date.

2. U. S. Department of Health, Education & Welfare, Children's Bureau, Clearinghouse for Research in Child Life, Research Relating to Children, published annually.

E. Use of Special Consultants

"The most imaginative, daring and far-seeing educational experts should be invited to participate in the important task of developing academic curricula for these schools that would be second to none."¹

The Project Coordinator might then meet with some of the outstanding experts in the field of special education (Kvaraceus, Redl, Bettelheim, Reissman, Clark, Wilkerson, Riese, Morse, Rhodes, Hobbes, Gordon, Newman) to discuss and evaluate the variety of approaches observed.

F. Survey of "600" School Practices

An intensive observation of the best "master" teachers in the "600" school system could then follow in order to observe those teaching practices that have been most successful with this school population.

The findings of all of these observations could then be integrated into the final document for teachers.

1. Harlem Youth Opportunities Unlimited. Youth in the Ghetto: A Study of the Consequences of Powerlessness and a Blueprint for Change, N. Y. Haryou, 1964.

G. Summary of Recommendations in Chapter III

1. Stages of writing process should be reversed with writing of draft before meetings with teachers.

2. Teachers of one subject area should meet only with the writer of this area of the Curriculum Guide in order to discuss the contents of the first draft.

3. An exploratory stage should precede the actual writing of the new Curriculum Guide. Such an exploratory stage should consist of:

a. thoroughgoing national survey of professional literature.

b. observation of selected facilities throughout the country by the Project Coordinator.

c. consultation with experts and innovators.

d. observation of "600" school master teachers.

e. synthesis of most effective educational innovations into a series of theoretical principles and classroom practices to be included in the first draft of the Curriculum Guide.

CHAPTER IV

EVALUATION OF CONTENTS OF CURRICULUM GUIDE

The Curriculum Guide is divided into eight chapters plus a bibliography.

Chapters I to IV deal primarily with the structure and organization of the "600" schools. The contents of these chapters were briefly discussed in the Introduction to this Evaluation Report (p. 5-10).

This section will review the Foreword to the Curriculum Guide plus the following curriculum areas: Language Arts, Social Studies, Mathematics, Music, Art, Science, Health Education, which constitute Chapter VI of the Curriculum Guide. Audio Visual (Chapter VII and Guidance (Chapter VIII) will then be evaluated.

FOREWORD

"THE THERAPEUTIC CURRICULUM"

Summary

The 16-page foreword to the Curriculum Guide begins with a statement that the function of education is to transmit culture from the older to the younger generation. The author makes an inspiring plea to grant all children the right to a high quality of education.

He attempts to define therapeutic curriculum in terms of the two new patterns of: (1) understanding the difficulties of the children and (2) extending the limits of tolerance of teachers and of schools. He discusses prospects for changing the behavior of children citing that even small changes have an impact. He suggests that the Special School changes the current reality of the child by providing him with a new opportunity for success rather than failure.

EvaluationNeed to delineate specific child population in the "600" schools

While the characteristics of the child population are spelled out in Chapter II of the Curriculum Guide,

the Foreword should suggest a clearer definition in terms of clarifying the degree to which the children are "emotionally disturbed" or "socially maladjusted." The role of cultural factors contributing to the child's emotional and cognitive style should be discussed in greater detail.

Based on his belief that pathology underlies failure, the author spans all "special" children in the Foreword. A large section is devoted to a discussion of the physical bases for failure. Since services for children with physical and/or health handicaps are provided outside of the "600" school system, through the Office of Special Services, Bureau for Education of Physically Handicapped, Bureau for Education of Visually Handicapped, Schools for Deaf and "400" (Hospital) Schools, the stress on this cause of the children's difficulties seems of relatively minor importance in a document devoted to the child population of the "600" schools.

Deprivation with the consequent overload of anger and violence, social ostracism due to the effect of discrimination and prejudice towards Negro and Puerto Rican children and consequent feelings of alienation from the mainstream of society and the school as its spokesman,

would be some of the major emotional difficulties contributing to the child's school problems and consequent placement in the "600" school. For this reason, it would seem that the psychological and social factors should have received greater stress in this Foreword.

Attempt to minimize differences

The author minimizes the "specialness" of the "600" schools. He states that the Special School is therapeutic because it permits:

"opportunity for close relationships and increased mutual understanding, flexibility, variety of materials, availability of clinical specialists and freedom to experiment."

Granted that these characteristics are true of the "600" schools, they would also characterize many good private schools for "normal" children.

The author states:

"The difference between the Special School and the regular school is not one of differing values or expectancies; rather it is a difference in the amount of time and energy that can be expended on behalf of each child in introducing him to the experiences that might serve to dispel culturally determined resistances to learning.

"There is nothing in the philosophy of the therapeutic curriculum or in the content or methodology outlined in this Bulletin generally that is strange." (p. 15)



If one accepts these premises of the author, the necessity for writing this special Curriculum Guide would be obviated. In actuality, there are differing values and expectancies that are part of the philosophy of the "600" schools. It is not just the difference in the amount of time and energy and more attention that these children need, but a special kind of attention based on an understanding of behavior and learning difficulties which can lead to sophisticated strategic techniques of intervention to change feelings and actions of the children. The "600" schools have specific rehabilitative objectives and the curriculum is one powerful instrument for achieving these. For this reason, new concepts and approaches have been formulated and proposed in this Curriculum Guide and supplemented in this Evaluation Report.

Need for formulation of definition of therapeutic education

The Foreword to this Curriculum Guide should make some attempt to formulate a philosophy and definition of therapeutic education. The need for careful selection of teachers to carry out a program in which the teacher-child relationship is an essential rehabilitative tool, should be included in such a discussion. The need for

careful grouping and cautious selection of combinations of children who would affect each other constructively should be discussed. New methods of control, group management, teacher-child communication and reduction of anxiety, in order to effectively help these children in the classroom, should be evaluated. Directions for sensitive selection of programming and curriculum content based on insight into the emotional life of the child and the influence of feelings on behavior and learning, should be suggested. Some of the causes of resistance to learning and an approach to reducing these should also be included.

Rather than minimizing the differences between these children and those in regular schools, or the differences between the "600" school and the regular school, it would be more helpful to acknowledge these and devise directions for solutions geared to what is special to this population.

Summary of Evaluation of Foreword

While a separate chapter is devoted to the characteristics of the child population, the foreword should include a description of the range of the children in the "600" schools.



A definition of therapeutic education and some approaches to rehabilitation should be proposed. Some of the important issues of teacher selection, group management and techniques of anxiety reduction in the classroom should be included.

The behavior of the children has created difficulties for themselves and for the school. It is unrealistic to interpret such behavior as an asset, as the author does (p. 15 of Foreword). While the curriculum certainly utilizes and builds on the strengths of the children, their difficulties brought them to the "600" school and these need to be faced.

The major strength of this Foreword is the author's genuine, persistent and inspiring conviction that these children can be helped.

LANGUAGE ARTS

Summary

The Introduction to this section notes the special factors in language development of socially maladjusted and culturally disadvantaged children. Difficulties in aural perception and language, retention and memory, meanings and concepts, speaking are described in detail and implications for instruction are suggested.

An approach to reading is suggested which calls for a developmental sequence of reading skills. Methodology and materials, techniques of diagnosis and evaluation are proposed. An individualized approach to reading, particularly through experience charts, is recommended. Writing skills are suggested as part of the other areas of language arts, listening, speaking, reading. A series of speech activities are suggested. The section concludes with a description of the uses of the library as a learning laboratory.

Evaluation

The introduction to this section takes ample cognizance of the psychological factors that frequently cause absence of oral communication. It indicates correctly that such paucity is often an expression of hostility or self-consciousness, accompanied by the child's feelings that his experiences and styles are not valued in school. It would therefore appear that the key to a successful language arts program would be to open the channels for self-expression, through teacher encouragement and appreciation of all of the child's oral and written expressions.

Classroom climate to encourage language expression

Crucial to carrying out such a program is the climate of the classroom.

The focus on "unsuitability of street language" or the need to "stress eliciting complete sentences and correcting usage in oral expression" that is suggested in this section does not seem to provide the greatest possible incentive to reduction of barriers to communication. Overstress on niceties and correctness of speech often provide an added barrier to the child's already overloaded

1891

1. The first of the year was a very cold day.

2. The second day was a very cold day.

3. The third day was a very cold day.

4. The fourth day was a very cold day.

5. The fifth day was a very cold day.

6. The sixth day was a very cold day.

7. The seventh day was a very cold day.

8. The eighth day was a very cold day.

9. The ninth day was a very cold day.

10. The tenth day was a very cold day.

11. The eleventh day was a very cold day.

12. The twelfth day was a very cold day.

13. The thirteenth day was a very cold day.

14. The fourteenth day was a very cold day.

15. The fifteenth day was a very cold day.

16. The sixteenth day was a very cold day.

17. The seventeenth day was a very cold day.

18. The eighteenth day was a very cold day.

19. The nineteenth day was a very cold day.

20. The twentieth day was a very cold day.

21. The twenty-first day was a very cold day.

22. The twenty-second day was a very cold day.

23. The twenty-third day was a very cold day.

24. The twenty-fourth day was a very cold day.

aversion to verbal communication in school. Granted that there is an important time and place for bringing in the skills of suitability and correctness, the time for such stress should be when correctness is displayed and can be praised.

Any form of denigration of the language patterns native to the lower class should be avoided. Children hold very strong ties to this language that allows them to communicate to parents and friends. To disparage it is assaultive to the person of the child.

An alternative method of sensitizing children to nuances of speech that is less personalized than correction of his own speech would be to listen to tape recordings of different styles and dialects of speech throughout this country - south, north, hillbilly, Brooklynese, midwest, the Harvard Professor or Shakespearean actor. The children might then discuss whether there are any values to one style of speech as opposed to another.

The Language Arts section puts much stress on the difficulties the children have in listening. Granted that it is important for children to learn to listen, it is perhaps of greater importance for the teachers to learn to listen in order to find those aspects of the child's

life that are of greatest significance to him. These can be used in turn to help him learn. Primary stress should be on letting the children be heard, particularly in the beginning stages of the therapeutic curriculum.

Supplementary Suggestions

1. More vivid selection of reading material

In addition to the special school library proposed in this section, the classroom library should include a bountiful supply of books, newspapers, popular magazines of the children's choice. Magazines of masculine interest should be included, such as Sports magazines, Car and Motorcycle.

While books should be available at the reading level of the children these should have a high interest level and should not be insulting. Action and adventure stories of explorers, deep sea divers, detective stories are of great interest to pre-adolescent and adolescent boys.

Since many children are operating at earlier emotional levels, they might enjoy being read to for a few minutes a day. Perhaps a serial suspense story that would keep interest at a high level would give the children something to anticipate each day.



Class events should be recorded on attractive experience charts and bound in attractive books. The children should have opportunities to write and then read books about themselves, "A Book about Me," "My Life and Times," "My Favorite Hideaway."

Many of the children have a good sense of humor and might like to select ridiculous, hilarious or sheer nonsense poems or stories. Stories can be open ended and the children can make up a funny ending.

2. Use of newspapers in the classroom

In addition to creating their own class or school newspapers, the classroom should abound with a variety of current newspapers. A unit could be developed around the children's evaluation of the adult press. Some of the adventure and excitement of reporting news events could be brought into the program. A newspaper reporter could be contacted who would tell some of the highlights of his reporting career. If it were possible to arrange to have some children accompany a reporter on his route for the day, this would indeed add a lively dimension to the program.

Some of the ways of slanting news could be looked into. The children might analyze how different newspapers report an event, preferably one they had observed either in person or on TV. A study of the Negro press should be included. It might be of interest to see how Ebony and Life (or Look) would report the same incident with a different slant.

Any and all activities which would dramatize and bring out the excitement of events and words would add to the learning possibilities in the language arts program.

3. Creative writing and speech

All possible avenues for the children to write about themselves, yesterday, today and tomorrow should be encouraged. Topics such as "Guess Who? "Why Young People Rebel" or "What I would do in New York if I won \$1,000" can be included. Origins of children's nicknames can be looked into.

Wherever possible topics should be fast moving, vivid and reflect a tempo of pleasant anticipation and suspense, creating an atmosphere of learning as an adventure. Guessing games, puzzles and charades can add spice to the reading.

and language arts program. Lessons on skills should be varied, brief and provide for repetition. The speech section contains many good topics for use with pantomime and choral speaking.

Drama and performance

The special flair for the dramatic, the need for action and bodily expression of these children suggests the possibility of forming a Theatre Arts group. Improvizations, playwrighting or planning musicals can be a collaborative effort with the music department. Some of the civil liberties activities suggested in the social studies curriculum could well be dramatized and incorporated into the creative writing aspects of language arts. Whenever possible reading material should be dramatized.

Use of typewriters in language arts program

Typing instruction should be included in the curriculum for all "600" school children (see section on Occupational Education). Reading, writing and spelling can best be taught with the typewriter. A story told by a child and then typed can provide useful reading material. Classes can write their own newspapers, type and mimeograph

these for distribution. The children can type their own readers supplemented by photographs they have taken.

Conclusion

Linguistic activities, spoken and written discourse (with greater emphasis on the spoken) can lead to improved communication, decrease in alienation and higher levels of intellectual abstraction. The language arts section suggests many suitable activities but lacks a sufficiently enthusiastic flavor. It does not capture the tempo and excitement of words. The dramatic talents of the children are insufficiently utilized. No special note is made of important psychological needs of boys at this age that can be translated into specific language arts activities, for example, the need of boys for words of locomotion. The major theme of the selected Resource Unit "What is a City?" is insufficiently utilized. The Unit does not sufficiently capitalize on the store of life experiences that can be expressed in the language arts program.

The most vivid sections in this section are in the speech section.



SOCIAL STUDIES

Summary

The introduction to this section stresses the great need for a comprehensive social studies program aimed at correcting massive social distortions and disorganization in these children. Multi-sensory approaches to the teaching of social studies are suggested via field trips, school and class stores, student councils.

Six units for carrying out the social studies curriculum are suggested: (1) "What is a City?", (2) "You are an Individual: Uplifting the Self Image of Minority Group Youth: The Negro in America." (3) "You and Your Union", (4) "You and Your Job", (5) "Transportation" and (6) "You as a Consumer."

A bibliography is appended to each unit.

Evaluation

Since the major difficulties of these children lie in the area of social adaptation, this area of the Curriculum Guide has a special therapeutic potential. Special sensitivity to the message communicated by certain content is necessary.

Readiness for democratic action

The suggestion to include student-teacher governing bodies is appropriate but should be carried out with certain precautions in terms of student readiness. In addition, the teachers who work with such student councils should be carefully selected for their skills in group work.

Avoidance of sermonizing or patronizing attitudes

The wording of the second unit title: "You are an Individual, Uplifting the Self-Image of Minority Group Youth: The Negro in America" is overwordy and patronizing in tone. Just the title "The Negro in America" would be sufficient.

Granted that there is a time and place for teaching children the obligations and responsibilities of citizenship in New York, caution should be exercised to avoid a propagandizing, moralizing or patronizing approach which continuously barrages the child with the civic duties he has to the City of New York. Greater stress should be placed on what the city offers the child by way of protection, service and recreation, particularly with deprived children.

Commandments such as:

"You shall work industriously,
persistently and perhaps ruthlessly,
if you insist on prominence." (P. 1,
Social Studies Unit).

"You shall not be too bitter if
your talents remain unknown and
unwanted." (P. 2, Social Studies
Unit.)

constitute an obviously untherapeutic message to these children. The purpose of the curriculum is to teach the children human values, not ruthlessness. In addition, it is the obligation of the educator to make the talents of the child known and wanted, rather than to help him adjust to non-recognition.

The inclusion of this list of ten "commandments" from the book "So You Want to be a New Yorker" seems contrary to the overall tone of the rest of this Curriculum Guide.

Another confusing and patronizing statement is contained in the section on Recreation. "Each sport has its own history and heroes. We respect all, in spite of the fact that we may not like it." It is unclear whether it is the history of the sport or the heroes that the children may or may not like.

The House I Live In: Housing in relation to the realities of the child's life .

The section on housing should include a more realistic presentation of housing in the ghettos and slums of New York City. Children should be provided with an opportunity to describe their own homes (The House I Live In) and their own communities prior to being presented with descriptions such as:

"Services in apartment buildings include elevator, incinerator, housing police, janitors and ground keepers."

Since the house the child lives in may have none of these desirable services, such statements must be qualified by adding "Some apartment buildings," or "Services should include . . ." Without such qualifications, the statement is not only inaccurate but may be experienced as an affront.

Unit on "The Negro in America"

This unit has many suggestions for experiences which can enhance the self-concept and pride in belonging of the large population of Negro students (80-90%) in the "600" schools. The suggestion to include the study of civil rights represents a new direction for social participation which can result in valuable learnings for



the children. The discussion of "Facts and Fictions about the Negro" and "Misconceptions about Africa" should certainly contribute to critical thinking on the part of the students.

Supplementary suggestion

For a well-rounded knowledge of the current scene the children should be familiarized with the various civil rights organizations and their different viewpoints, e.g. Core, SNCC, Urban League, NAACP, Black Nationalists. Discussions of anti-Semitism, prejudices and stereotypes in relation to other groups should also be included. The children could compose a list of common myths and discuss these. Racial and cultural stereotypes in movies, art forms, newspapers and magazines could be presented and discussed.

Inclusion of Ethical values and human relations

Whenever possible incidents which the children have observed or experienced should be discussed in terms of helping the children formulate workable criteria

for evaluating what is good and bad and developing a meaningful ethic for living. Whenever current events or issues are taught, children should be given opportunities for taking sides and representing a cause.

One approach which describes derivation of ethics out of the needs of situations and individuals, as opposed to reliance on external absolutes, has been described in a recent very well-written book for children.¹

Including discussions of ethics based on daily life experiences would serve the additional therapeutic purpose of helping the children develop a basis for internalized controls.

You as a Consumer

Widespread victimization of the city's poor is perpetuated by lack of information and ignorance of important facts about the consumer market. For this reason, there is some rationale for including a unit of this type for these children. However, there is some question about whether children this age would understand the language of

1. Algernon D. Black, The First Book of Ethics, Franklin Watts, Inc., New York 1965.

this unit. It is also questionable whether this is a pertinent issue for seventh graders who are obviously not in control of the family's purse-strings - e.g. making a budget, paying the rent, installment buying.

Need for including the techniques of implementation

The need for including the unusual, unexpected and unconventional to capture the interest and imagination of the children has been recommended throughout this Curriculum Guide. However, how to implement this needs to be more carefully woven into the unit plan.

For example, the possibility of having the children visit a city agency or social service (such as the Welfare Department, a hospital emergency room) and then formulate their own social criticisms, should be explored. ("If I were the boss!")

Increase in critical thinking can be developed if some of the content of these units were presented in the Socratic question and answer style. Debating, open-end discussions a la Susskind, might provide the children with opportunities for formulating viewpoints and a social conscience of their own. For example, rather than the suggestion to discuss the functions of a housing



inspector, the students might accompany one on his inspection tour and then check some time later to see if violations have been corrected.

Conclusion

While this section contains some useful new ideas for an appropriate social studies curriculum, caution should be exercised against vitiating the values of these activities by communicating these in a subtly patronizing manner or by unqualified statements that are alien to the realities of the life experiences of the children.

In addition, greater vitality should be incorporated into the suggested content by suggesting a large repertoire of dramatic actions in which the children can participate and from which the teacher can select those he feels are appropriate for this class.

MATHEMATICS

Summary

The mathematics curriculum is based on a "developmental approach" to mathematical thinking divided into four stages: (1) engaging in experiences, (2) thinking through, (3) computation and (4) problem solving.

The introductory section suggests several ways to organize and structure the mathematical program, bearing in mind some of the special difficulties some of these children have in this subject area. For example, the author describes the defect in time sense of children who have lived in regulated institutions. This defect is also prevalent in children who have led totally unregulated and chaotic lives.

The curriculum is divided into five suggested units: (1) Mathematics in daily living, (2) linear measurement, (3) geometric forms, (4) line graphs and (5) bar graphs. Each of these five units contains a description of specific objectives, problems related to daily practical living, provision for drill and suggested films.

The unit on "Mathematics in Daily Living" contains a variety of problems related to life in New York City. The unit on linear measurement includes a

brief history of measuring units and suggests ways of developing a measurement consciousness. The unit on geometric forms contains some extremely colorful activities for sensitizing children to geometric shapes in their immediate surroundings (ice-cream cones, blocks, boxes, shapes of nearby buildings). The two units on graphs utilizes children's interest in sports in the suggested problems.

Suggestions for use of mathematics as recreation are included. Each unit suggests activities that incorporate thinking through of a clearly spelled out problem.

Evaluation

The familiar as motivation

One of the most effective features of these five units is the use of the familiar in the child's environment as motivation. Each time a new mathematical concept is introduced, it is in terms of an every-day concrete object. This not only makes the concept more personally meaningful but minimizes the anxiety evoked by new terms and difficult concepts. In addition, it capitalized on the special assets of these children in the visual sphere. Set within a framework of problems of shopping, buying clothing and working in the city, meaningful contact is made between children and curriculum.

In addition, the author presents the problems in simplified language in order to insure that these test understanding of mathematical concepts rather than reading ability. The inclusion of history of measurement touches upon how life problems were solved in different societies.

Supplementary concepts and suggestions

Numbers for economic survival

The history of numbers should be included as part of the background for the unit on mathematics in daily living. Such a lesson could be introduced and motivated by a question: How would you determine whether Tom or John had more baseball cards if there were no number system in the world? A historical review of how man handled possessions and records prior to the existence of the number system and how economic survival necessitated devising one, would help to tie the study of mathematics in with issues of survival and progress.

In studying money and money systems, it might be useful to trace the history of the barter system. Discussing such themes could be integrated with broader social concepts in the social studies program. Children could dramatize barter trade of toys and possessions. They can be made

aware of the fact that some primitive societies still use a barter system and have managed to survive without evolving a monetary system. Older children might want to talk about what they anticipate doing with their first wages.

Weight as anchorage in space

The concept of "weight" could be taught along with linear measurement and time. Combined with linear measurement and plane geometry, weight as anchorage in space would be an important concept to include. The children might want to use different scales in and out of the classroom to illustrate concepts of weights and balances, e.g. doctor's office, spring scale, pediatrician's infant scale, public penny scale with fortune, grocers' or fruit-vegetable scales, chemical scales which weigh minute quantities of pharmaceuticals and medications. Riddles such as what weighs more, a pound of feathers or rocks, would be intriguing. The children could compose some of their own. The older children might be more interested in the body weight of famous athletes.

Time

The concept of time is included rather casually under "other topics." Time concepts should be greatly emphasized in all aspects of the mathematics unit and should also be presented as an additional separate unit. For these children who lack order and sequence in their lives, a familiarity with temporal concepts can help to provide a sense of rhythm and order to offset chaos. Those children who cannot tell time should be instructed privately. All the children could have the experience of examining different clocks, egg timers, interval timers (electrical and mechanical), in order to integrate the importance of the time element and time regulation in cooking, chemistry, travel, music and other important areas of living.

Train and bus schedules provide a built-in motivation for such studies. If the children are planning a trip from New York to Palisades Park, how often does the bus leave? When can we catch an express bus to get there faster? Under what circumstances would a local bus get us there faster? Using the TV guide the children might make up individual schedules of their favorite programs. What time is it in California when you are watching some

program in New York? What time is it around the world?

Study of different time standards should be included.

Classroom time sheets for chores and leisure might be devised. Time sheets are used in factories and other work enterprises. The children could make up their own time sheets to compute hypothetical daily, weekly and yearly salaries, learning to compute time-and-a-half for evening work and double-time for Sundays. Social and economic concepts could be introduced in terms of union pay scales for different occupations.

Mathematics in trip planning

The planning of class trips is an ideal way to incorporate mathematical concepts into the curriculum. Computing individual and total cost of carfare or tokens, distance to be travelled in miles or city blocks enhances the meaningfulness and practical application of numbers. In addition, such calculations and planning give the child a sense of mastery and control over life experiences, which is an important ego function that is missing in many of these children. Planning for parties and celebrations can also include direct purchases of food plus necessary measurement experiences in menu and cooking preparations,

again connecting solving math problems with gratification and survival. Caution should be taken so that problem solving responsibility is not left to one or two children. Certain segments of the problem should be the responsibility of some children, others of different children.

Mathematics and recreation

Much gratification could be provided through an ample supply of commercial games involving mathematical and money concepts for this age group, such as Monopoly, Careers, Life, etc. Perhaps a specific time should be allotted for recreational mathematics, particularly since such activities tend to stimulate interest in improvement of skills. To supplement the unit on geometric forms there are three particularly ingenious solid plastic puzzles available commercially, Pythagoras, Crazy Quilt and Hexe which utilize spatial relationships in mathematical concepts.

The fascination of these children with magic, luck and chance could be utilized through a variety of card games which would not only enrich the curriculum but meet important psychological needs. Card games which are based on the laws of chance should be part of the regular game hour. These games involve some skills and the laws of chance governing them would be of interest.

In addition, card games also represent a type of safely structured masculine warfare in which participants operate within the set rules of the game but where nobody gets hurt or punished for losing.

Most of these games are self-directed and require the barest minimum of teacher direction. Some of these games can be used by the child who wants to work alone.

Mathematics in current events

Teachers should be constantly alert when reading newspapers to those current events items which relate to mathematics such as newly designed computers, graphs and methods of measurement. New patents and inventions, particularly gadgets can be introduced.

Mathematics as occupation

Many simple office machines can be incorporated into a supplementary program of business and vocational training. Simple adding machines and comptometers can be used in the classroom. Linear measurement tools such as tape measures, dressmaker's chalk stick can be manipulated and used as part of the occupational education experience.

Testing

The sense of inadequacy and fear of failure rises to the surface in a subject area where there are clear and specific right and wrong answers. For this reason some of the therapeutic values of the proposed math program might easily be vitiated by testing programs which bring to the fore issues of failure and defeat in the competitive situation of testing which the child frequently sees as an evaluation of his worth or more likely worthlessness.

For this reason an additional section of the mathematics bulletin should be appended exploring new ways of utilizing mathematics testing primarily as diagnosis. Testing should be carried out in special ways that play down the competitive factors and stress the helping factors of diagnosis. In addition, ways of respecting and protecting the privacy of the child's test results should be explored.

Conclusion

The series of five sample mathematics units are exceptionally well organized and built around familiar objects and meaningful life experiences in the child's world. Activities suggested are colorful and interesting,

capitalizing on the visual and familiar. They are well integrated with the overall theme of the Resource Unit on city life.

Useful math learning can be accomplished through stressing the logic and common sense steadfast systematized laws of mathematics, which are impersonal and non-threatening even to these troubled children. The cause and effect framework for order and system inherent in mathematics can serve to enhance the security of these children. Knowing that they can acquire some of the keys to the order in the world can serve a therapeutic purpose for these children.

Another dimension to these excellent mathematics units could be added by a conceptualization of the specific psychological values inherent in these activities - such as, mathematics as a tool for planning and control of personal and social destiny, mathematics as key to the system of order in the world and mathematical games as playing with mystery and chance in the safe framework of the structure of "the rules of the game."

MUSIC

Summary

The author states the objectives of music education are the developing of aesthetic values, ~~læ~~ing appreciation and enjoyment. Socializing aspects of music classes and performing groups as democratic workshops are stressed. The author suggests creating interest by starting with music that the pupils obviously enjoy, such as a recent popular recording. He suggests ways of overcoming indifference or resistance to classical music. In time, all pupils should be exposed to all styles of music. Implementation of the music curriculum is suggested through a variety of singing, listening, creating and performing activities.

This very rich document concludes with a sample unit on "Music of the City" with an appended bibliography.

Evaluation

The suggested combination of approaches, bringing artistic achievements into the classroom and bringing the pupils out of the classrooms into the concert halls, together can create a very rich musical

experience for the children. Combining music with dance can also provide opportunity for artistic expression. The suggestion to form a band of Latin American rhythm instruments could be particularly appealing to the children.

The music program certainly can help sensitize the children to the many sounds of the city, the tempo and rhythm of occupations. Making their own instruments might also be an activity of special value to these children. Learning to identify musical styles of different national groups would lend an enjoyable international flavor to the study of New York as a city of all nations.

West Side Story

Granted that the children do love this musical, the suggestion to have the children perform it does raise some questions. Studying and rehearsing roles over a period of several months in which gang warfare and the resolution of issues through violence is portrayed, may have some untherapeutic effects on the children. Also, having the school sanction the use of knives, even in a performance, is open to some question. Though somewhat dated, perhaps a musical like On the Town

would serve the purpose of having the children produce a musical about the city without some of the potential hazards of West Side Story.

Conclusion

In all, this music curriculum suggests a wide range of enjoyable experiences in music. It is exceptionally well organized and contains excellent resource material for the teacher. Integration with the theme of the city is excellent.

ART

PART I: THE ART PROGRAM

PART II: ART IN THE UNIT - "WHAT IS A CITY?"

Summary

The art curriculum is presented in two parts:
The Art Program and Art in the Unit - "What is a City?"

The first part contains a description of the therapeutic values of art for different types of emotionally disturbed children. The author seems acutely aware of the special characteristics and problems of each group and suggests a variety of flexible approaches to help each. He suggests numerous art experiences in the form of projects on the literal, expressive and fantasy level. He is aware of the difficulties to these children when there are shortages of materials, time and space and suggests an abundance of each to provide the necessary relaxed atmosphere in the art class.

The art unit "What is a City?" offers the children a rich vehicle of art experiences in which they can work freely with their choice of media and material. They are encouraged to express positive as well as negative feelings openly through the suggested topics City of the Past, Present and Future. Creative fantasy may be

encouraged for some children, literal and concrete experiences for others. Opportunity to work alone is as acceptable as working on a group project.

The author suggests that an art program should not stress the teaching of skills (although this may be very satisfying at times), but rather should primarily be utilized to channel undesirable impulses into constructive activities. He suggests using the art program to encourage inquiry, spontaneity, curiosity through experimentation and discovery, integrating the experiences of seeing, feeling and reacting. Puppetry, clay, paints, crayons, scraps are all equally valid media for art expression.

The importance of flexible routines and permitting the necessary degree of messiness is stressed. He warns against vitiating the relaxing and therapeutic effects of the art program by demanding lengthy and compulsive clean-up periods.

The author concludes each section with a very thorough and extensive bibliography of books on art education, materials, techniques, processes, films and filmstrips for both teachers and children.

Evaluation and Supplementary Recommendations

A. Building in Precautions

Because of the difficulty these children have in controlling certain primitive impulses plus their need for immediate gratification, certain precautions have to be built into all aspects of the art program.

1. Awareness of temptations inherent in materials

Certain media such as clay and paint may have therapeutic values, but also lend themselves to regressive uses such as splattering and throwing. Glass jars and containers and certain tools are very tempting to use as missiles or weapons. To insure the physical safety of the group such supplies should be kept in closed cabinets when not in use. When in use the teacher should be alert to the potentialities for misuse.

2. Avoiding explosions through teacher's planning and dress-rehearsal of each project

Art materials should provide maximum opportunities for success and accomplishment. To avoid some of the unnecessary explosions of children due to the frustrations of broken tools, scarcity of materials and overcomplicated frustrating processes, the teacher should have his own

private dress rehearsal of each project prior to class presentation. He should be thoroughly familiar with all of the materials, tools, processes and hazards involved. Broken crayons or an inadequate supply of staples has caused the disintegration of many a collage project in classes of emotionally disturbed children.

For these reasons the teacher should be aware of these possible pitfalls and try to prevent them in advance or be prepared to deal with some of the frustrations that may be inherent in inadequate skills or lack of familiarity with processes.

Ample varieties and quantities of extras should be available for each project for those who make mistakes or want to start over, for those who wish to make more than one product and for those who will deviate, experiment or use the materials for some other end product.

3. Avoiding pressure for interpretation

A skillful art teacher should not pressure or probe for interpretation of art work, as this tends to arouse fears of exposure, invasion of privacy and suspicion of the teacher's motives. He should neither excessively praise, criticize nor suggest changes in the finished

product, but rather show interest, recognition and acceptance

4. Display of finished product

The teacher should be aware of the many sources of gratification and self-esteem involved in display of finished art products of all children. At the same time the privacy of the child who does not wish such display should be respected.

However, it is likely that the majority of children will at some point very much enjoy display of their art work not only in the classroom but throughout the corridors, auditoriums, lunchrooms. The walls of the entire school building can be decorated by children's paintings, collages, mobiles and sculpture. These creations, frequently changed, can be a source of great interest and pride to children who may never have experienced any sense of loyalty or group belonging. In addition, the creations of children will tend to remain more intact and unutilated than other school property. However, in working with groups of emotionally disturbed children, a certain amount of destruction will invariably and inevitably take place.

5. Provision for taking home finished products

It is likely that the child will have a great need to keep and take home his own work, particularly in the early stages of the therapeutic program. Ownership and pride of possession, particularly for these emotionally and socially deprived children, will precede interest in decorating the classroom or school. Such priority of need should always be respected and the child should always be given the choice of keeping or displaying his work. The former need takes precedence over the more advanced stage of emotional development or group affiliation expressed in contributing to a public display.

Whenever possible projects should be of short duration so that the child can finish something at the end of the art period and take it home if he wishes. It must also be kept in mind that some children may find school a "safer" place for their possessions than their home.

6. A place of his own

To avoid many of the interpersonal irritations and frictions arising from overcrowded areas and working too closely together and to provide the child with a sense of privacy and belonging someplace in the school world, each

child should be provided with ample workspace that is strictly his own, if this is possible. This spot should be labelled with his name and should remain inviolate. In addition, special provisions should be made for those children who require physical closeness or distance from the teacher for a maximum feeling of safety and relaxation.

7. Encouraging the fearful child

The children should be encouraged to express themselves through a variety of one, two and three dimensional media. The author rightfully indicates that some children either lack the inner resources and ability or are fearful of expressing themselves. Ample provision should be made for simple activities involving tracing of stencils, cutting out patterns, coloring or copying a picture, for the sheer satisfaction of achievement, particularly in the beginning stages of the art program. Copying a familiar painting that has been hanging in the classroom might provide such children with a pleasure they have never known in school.

8. Provision for individualization of needs in skills

While the author rightfully cautions against

using the art program primarily as a vehicle for teaching skills, there is a place for technical instruction for certain selected children at some point in the program. For example, provision should be made for those children who might be interested in human figure drawing and would need and welcome technical instruction.

Supplementary suggestions

1. Photo albums. The sense of personal continuity in life might be enhanced by having each child make his own photo album and decorate this. Also, some children might like to take pictures of each other, the class and the teacher. Making photo albums is a favorite activity of this age group.

2. Cartoons and caricature

An unexplored vehicle for expression of social criticism through satire utilizing the good sense of humor of many of these children, would be the use of cartoons, comics and caricatures. A guest speaker and demonstration of how animated cartoons are made might provide a dramatic introduction for such a unit of art activities. How still pictures are used to give the impact

of motion is of great interest to these children. Making their own cartoons and drawing a slide movie on their own home-made rollers would enrich the art program.

3. Art to develop pride in ethnic background

While trips to museums certainly have a place at some point in the art program, to round out the many therapeutic purposes suggested in this unit, trips to art exhibits by modern Negro artists should be supplemented. Exposure to beauty alone is not inherently elevating to the child unless it takes a form that is not further alienating to him. For this reason a visit to an artist's studio might provide the human link and identification models that should be incorporated into all of these learning experiences.

In addition, the non-middle-class values that are expressed in the choice of living and working arrangements of some of these artists would suggest a way of life and system of values that might be more acceptable than those suggested by the palace-like characteristics of a museum. It might suggest connections with a part of the world these children may never have been but which would perhaps make sense to them.

4. Integration of art with occupational education, math

The measurement and planning of picture frames for some of the art work of the children could be carried out in conjunction with the occupational education and mathematics program. In addition, this would expose the children to some of the vocational possibilities related to art work.

5. Art as non-judgment

Since no two art products are alike, no judgments can be made as to right or wrong, correct or incorrect. The art form is inherently non-competitive and not "charged" by the volatile and threatening superstructure of marks, tests or right answers. Individualization and self-realization through acceptance of uniqueness is built in.

When verbal communication is too hostile, anti-social, art can provide the necessary non-verbal release of inner tensions in acceptable form. When verbal communication is lacking, graphic expression may substitute.

Unique latent talents often unfold and can be utilized in the ego building process of rehabilitation. Undesirable impulses are channeled into constructive

activities. For these many reasons, the art program often serves the additional function of leading to decreased resistance to academic learning and the development of interest in school.

Conclusion

The author has written a highly original well-documented art program containing a variety of pleasurable activities leading to self-fulfillment for the child. These activities are well integrated with the central theme "What is a City?" They have been developed with great insight and sensitivity into the special problems and needs of these children. Activities suggested incorporate the important therapeutic values of abundance of materials, time and space and of relaxing overhigh standards of order and maintenance.

Activities suggested are well geared to the specific child population. Ample suggestions are included for integration with language arts and social studies.

Teachers need only implement this program to provide an enjoyable and valuable experience of self-fulfillment for these children.

SCIENCE

Summary

The authors of the science curriculum have written a realistic and functional curriculum consisting of three sample units: (1) transportation, (2) communication, and (3) machines.

They indicate the necessity for careful selection and adaptation of the contents in view of the limitations of the pupils due to short attention span, difficulty in handling abstract concepts and deficiencies in reading and arithmetic skills.

They suggest a variety of teaching techniques to allow for pupil experimentation, manipulation of materials and participation in experiments and demonstrations. Safety precautions are stressed in view of the frequent unpredictability of the children's behavior and lack of judgment.

Evaluation

Level of difficulty

A series of demonstration experiments provide the framework for each unit. These have been carefully planned and amply diagrammed to enable teachers to

present them in well-structured lesson form. Suggestions for integrating other subject areas into the science lessons and integrating science into the broader resource theme on New York City are included.

Despite the clarity of the experiments which center around topics of interest to adolescent boys (magnets, motors, steam engines), some of these seem to be rather advanced for seventh graders for whom this curriculum is being proposed. Since one of the objectives of the Curriculum Guide is to devise tasks in which the children can succeed, a possible second look at these units is necessary to single out the more elementary lessons for use by seventh graders while postponing some of the more difficult and abstract concepts for later school life.

Statement of interrelationship between topics

The interrelationship between the topics included in the three units is not sufficiently clearly stated. For example, why and how machines are necessary for transportation, why and how communication is dependent on machines and how all three serve man, should be presented clearly to the children.

Supplementary suggestion on communication

In the unit on Communication, utilization of the services of the New York Telephone Company is suggested through obtaining actual telephones for use in the classroom. The possibility of building a switchboard to demonstrate the intricacies and practical utility of principles of sound and communication should be explored. This would also provide the children with an opportunity to learn to operate this important communications instrument.

Including the natural world of living things

While the physical world is stressed in the three technological units, the natural world of living things is overlooked. Units on living things should be included. Provision for actual planting and gardening experiences, watching and recording growth and awareness of factors promoting growth, should be included. The need of living things for nurturance and the child's ability to participate in nurturing other forms of life, has valuable therapeutic implications.

A similar unit could be included through building an aquarium or fish tank. Tropical fish are hardy, thrive and produce young with a minimum of care. Useful information

in biology, physics and chemistry can be conveyed. Why must tap water be "seasoned", temperature regulated and overfeeding avoided? What special controls help fish to survive? Breeding fish in an aquarium has universal appeal and adventure for all children. Such activities stress the power of the child in affecting perpetuation of life.

Use of small animals and pets such as turtles or birds in a science laboratory should be explored. However, the teacher should be alerted to the possibility of sadistic impulses coming to the fore. If such problems arise in the group, pets should not be used. However, for the most part these children tend to express their most gentle and tender side when dealing with forms of life which are more helpless than they are and over which they can exercise some control. The exception to this would be mice or other rodents which they must combat in their own homes. For this reason any rat-like creatures should not be brought into the classroom.

Including the human world.

While the suggested unit on communication includes use of diagrams or models of the human vocal

cords, the ear and eye in connection with speaking, hearing and seeing, a more intensive study of the human body should supplement this. A unit on human anatomy and physiology should be included describing the body systems, organs and functions. Commercially made models of the human skeleton and brain are particularly fascinating for children to take apart and manipulate.

Many interesting scientific principles can be studied by looking into man's efforts to overcome physical limitations and handicaps. How do blind people learn to move around the city? Why do some blind people use dogs and others canes? What is a talking book? How does a hearing aid work? How do deaf people communicate? How does a physically disabled person use a prosthesis to do the job of a missing limb? All three units- transportation, communication and machines - can be related to problems and issues of the human condition.

Introducing human values, ethics and heroes of science

The cooperative efforts of scientists of all nationalities, colors and religions have led to major life preserving discoveries. The biographies, life story and human drama of the great scientists should be introduced to provide models of heroism and human courage.

As part of the drama of science as search for truth, the lives of the heroes of science should be included in the science curriculum. The need for human courage to introduce new ideas, dispel popular superstitions and make major changes should be interjected. Non-conformity in the service of human advancement is an important human value to include through presentation and dramatization of the personal struggles, defeats and victories in the lives of famous scientists.

Anthropology in the science curriculum

The "Report to the Superintendent of Schools, '600' Schools, Yesterday, Today and Tomorrow" which recommended this curriculum writing project, suggests the inclusion of the study of anthropology. Perhaps the science or social studies curriculum might include such a simplified unit adapted to this age level. Are there really race differences? What does "blood is thicker than water" really mean? What are some common superstitions of the children that can be discussed and scientifically explored? What do different people look like in our own city? Human differences around the world can be explored.

Science as recreation

Collecting things is of special interest to this age group and can be a source of many interesting boys' hobbies. Young minerologists might start a rock collection from our city parks while studying the geology of the city. A trip to the ocean can be planned to include collecting shells or driftwood for the art program.

Many science kits and commercial science games are available. Inexpensive chemistry sets in which the children can explore the mystery and magic of changing liquids from one color to another or transforming liquids to solids, would be of great interest and gratification to this age group. Microscopes, binoculars, telescopes to explore the mysteries of the unknown and unseen would be intriguing. Interest of all children in current events of the Space Age should be utilized. Car and plane models should be available for the children to construct and take home.

Conceptualization of therapeutic objectives of science

Many of these children lack a sense of order, routine responsibility and planning in their lives. Knowledge of the laws of science has particular value to the child through increasing knowledge and awareness of

the order and balance in the universe. Day follows night, sun rises and sets, turmoil ensues when earthquakes, tornadoes and hurricanes create disorders in nature. The stress on man's capacity to use knowledge in the service of control over his own destiny has important therapeutic implications for these children.

Conclusions

While most of the stated objectives of the science unit are clearly implemented in the three proposed units, the major omission is in linking science with issues of human survival. Certainly these boys are interested in how to put together or take apart a motor or engine. They might also be equally interested in those aspects of science more closely related to the human condition.

In addition, more elementary and colorful units should be included for children who find these experiments and concepts too abstract and difficult.

HEALTH EDUCATION

Summary

The first section of this curriculum deals with the function of the school health service, i.e. appraisal, guidance and counseling, prevention and control of communicable diseases.

The second section deals with organization, methods and content of the hygiene curriculum divided into seven suggested units for the seventh grade: personal hygiene, nutrition, communicable disease, tobacco and smoking, alcohol, drugs, sex education and first aid. Recommended concepts and suggested activities are included for each of these units.

The curriculum concludes with a physical education program consisting of gymnastics, individual and team sports and a dance program.

Evaluation

The section on hygiene curriculum suggests selection of facilities, equipment and supplies to meet the special needs and interests of socially maladjusted children. However, the authors do not specify what these needs are and what special materials would be required. While they suggest using the problem solving

specific samples of suggested problems are not included.

Need for techniques of handling behavior difficulties

This curriculum evades dealing with some of the major behavior and management difficulties that arise during physical education periods. While disputes are common in all children's games, there is a much higher incidence of temper tantrums, fighting and violence among these children. For this reason, a discussion of some of these volatile situations and suggestions for handling these should be included. A curriculum which avoids such issues is not helpful to the teachers who must face these problems each day in order to implement the curriculum.

Cautions in unit on sex education

While the interest of the adolescent in his own developing sexuality should be utilized and included in a therapeutic curriculum, teaching "sex facts" to these children may present many management problems. For this reason, only a very skilled and mature teacher should be selected for such an assignment.

Acting out behind closed doors

It is well-known among those who work with these children that some of the most devious and pathological transactions between them occur behind the closed doors of the boys' locker rooms. A Curriculum Guide for teachers should include an open discussion of these difficulties and recommendation for providing a maximum of continuous teacher supervision. A good deal of homosexual acting out is stimulated by the act of dressing and undressing for gym, the taking of showers before or after gym or swimming periods.

Sex and age-matched activities

Some of the folk dances suggested are extremely "sissyish" and feminine. Caution should be exercised in the selection of appropriate dances, particularly in a dance period that is not coeducational. Some of the more masculine dances such as the Russian Sailor's Dance or the all men's Greek Circle Dances and Horas would be preferable to the suggested polkas and tarantellas. They would constitute less of an assault on the strength, virility or manliness of these boys.

Supplementary recommendations

Since some of the individual and team sports proposed constitute an acceptable social vehicle for competition and masculine warfare, a complete therapeutic curriculum should include special techniques for utilizing the peer group itself to carry out "the rules of the game." These rules are of particular importance to this age group and an understanding and discussion of the "fairness" or ethics would be helpful.

Baseball should be added to the list of suggested sports for a seventh grade class of boys.

Expanding the range of physical education beyond the walls of the gymnasium

The possibilities of moving physical education activities beyond the confines of the gymnasium or yard should be considered. Roller skating, ice-skating, hikes, climbing in the parks and some of the typical camping activities which some of these children may never have had, such as archery, horseback riding, ping pong, badminton, should be tried.

A recreation and quiet game room for those who would prefer to choose more subdued activities such as table games, chess, Monopoly, checkers, scrabble,

construction sets should be available. Some children may prefer being away from the group at times for a variety of personal reasons. Such a preference should be respected and the availability of these alternatives would be part of a therapeutic program. In addition, such games rightfully constitute part of the recreational function of physical education, though they are not overtly physical.

The possibility of leaving the school open after school or on Saturdays for such recreational pursuits and club activities might also be considered.

Conclusion

While the health education curriculum contains many suggestions for implementing a physical education program for this age group, some of the crucial issues of management have been omitted. Evasion of these issues will make implementation more difficult, while frank discussion by teachers of these admittedly difficult problems, would lead to a more practical therapeutic curriculum.

OCCUPATIONAL EDUCATION

Summary

This section describes in detail a proposed three-year program of occupational education designed to provide the child with opportunities for exploring six broad industrial areas: transportation, communications, textiles, food processing and service, office machine operation and office practice, and building construction. It is built around these six major industries in New York in order to provide a realistic and meaningful occupational structure for the child. While participating in significant learning skills in the here and now, the child can at the same time plan future occupational goals.

The major significant innovation proposed in this section is to arrange a full day in the shop each week in order to reduce time wasted in obtaining and putting away supplies as well as to provide for realistic integration of other subject areas into the occupational education program.

Evaluation

Suggestions are made throughout these six units for integrating the occupational program with each of the

other major subject areas. The program is designed to supplement and be supplemented by the academic program. The suggested occupational education program provides an orientation towards a variety of promising and practical skills in preparation for future life work.

The change in name from the antiquated "shop" or "industrial arts" represents a shift in orientation in the direction of attempting to make the goals more meaningful and realistic to the child. The tone and orientation of this document is unusually intellectual for this subject area. The many satisfying experiences proposed should certainly significantly alter resistant attitudes of the children towards more formal aspects of the academic curriculum.

1. Proposal for a full day a week in shop

A full day of occupational education certainly has the obvious advantage of avoiding much wasted time in preparation, distribution of materials and cleanup. Under the traditional arrangement of one or two periods a day of shop, little time was left for the work itself. However, the values of such a full-day program must be weighted against the possibility of loss of interest through overtaxing the child's attention span. Six hours at a time

may be too much for some children and give rise to a multitude of behavior problems.

This innovation in programming is well worth trying but with the understanding that it should be sufficiently flexible to allow for special scheduling arrangements for those children for whom this plan is found to be unsuitable.

2. Priority of unit on food processing and service

Working with food is particularly gratifying to these children. In addition, it involves mastery of a vital skill that is necessary to survival and also offers the possibility of economic and social prestige.

Children should be provided with opportunities for cooking and catering for themselves and for other groups in the school. The esprit de corps that accompanies cooking or baking for the class or for the entire student body at holiday times or festive occasions can be extremely rewarding and ego-building for the children. In addition, the finished product often involves combined knowledge and application of science, math and art. It is therefore suggested that the unit on food processing, service and catering be offered to the children in the first year of

the therapeutic program as it offers the most gratification in terms of primary emotional needs.

3. Suggested sequence in terms of priority of survival needs

The sequence for exposure to each of these six occupational areas is not clearly spelled out. Since food, clothing and shelter represent primary needs, perhaps these three areas should precede transportation, communication and office practice.

4. Building in structure to avoid explosions

It can be anticipated that the difficulties of these children in waiting and their low frustration tolerance will lead to increased volatility during periods when they are waiting for further instructions or supplies. It is suggested that large self-instruction charts be displayed showing the sequence of steps in each work process. In addition, necessary extra supplies should be within reach and available to the children. Also, the particular need of this age group for a "chum" or "buddy" might be utilized by having the children work in pairs or form partnerships in certain selected shop activities.

5. Building in precautions in making trip arrangements

This unit suggests planning trips to shops, plants and offices as frequently as possible. Included in such trips are opportunities for chatting with adults on the job. However, teachers must do considerable planning beforehand to make such interviews maximally useful as well as to avoid destructive encounters with adults who may be hostile to these children. The teacher must be prepared to deal with some of the negative effects if such untoward incidents should occur.

6. The need for collecting

Children of this age group, particularly deprived children, have a great need to collect things. The acquisition of free samples can be part of trips to plants and factories as part of the food processing unit. Bond Bread, Sunshine Cookies and Hershey's Chocolate Company will provide generous amounts of edible samples for visiting children. Many owners of textile and dress plants have been known to contribute cartons full of scraps of raw and finished products such as belts, ribbons, outdated samples or at times bales of fabric. The children can bring these back to the shop to make

clothing for themselves or members of the family as part of the textile unit.

7. Expanding occupational education to include white collar jobs

The inclusion of an area in office practice and skills represents a giant step forward in the concept of occupational education for these children. Many of them have a restricted vision of themselves, seeing their futures only as manual laborers.

The opportunities for advancement in the many office trades should be made available to this population. The suggestion in this unit to include typing in the curriculum should be made absolutely mandatory for all "600" school children. Not only is this vocationally useful but it constitutes an excellent teaching technique in all language arts areas. The Training Section of the I B M Company sponsors free demonstrations and training programs in the use of many new office machines. The occupational education teacher can arrange for such demonstrations.

8. Expanding occupational education to service fields

The scope of training for these children should be expanded beyond manual or technological skills. Hospitals,

welfare organizations, community agencies and schools need service assistants of all types. Wherever feasible some of these boys might be apprenticed as laboratory assistants, hospital aids or a host of other white collar "internships." (See Chapter V of this Evaluation Report - The Human Service Centered Curriculum).

9. Inclusion of cooperative work program

The possibility of cooperative planning between school and industry representatives to provide part-time or week-end jobs related to skills being taught should be explored. Guidance personnel can help select children and make necessary arrangements for such after-school apprenticeships in collaboration with the occupational education teacher. The possibility of having each school conduct its own employment agency for graduates has many possibilities in terms of incentives and practical goals for the children.

10. Determining vocational aptitudes

The use of the facilities of the Vocational Rehabilitation Administration for a program of aptitude testing on a permanent basis should be investigated. Results of testing can be fed back to the school with

an eye to individualized vocational guidance as well as the long-range purpose of continuous revision of the Occupational Education curriculum to bring it into closer alignment both with the needs of the employment market and the aptitudes of the children.

Conclusion

The Occupational Education section suggests an important key to curriculum for these children. The imaginative, dramatic and daring teacher can skillfully integrate almost all other curriculum areas with these shop experiences. In addition, the opportunity to work cooperatively with others under the guidance of a skilled teacher can help the child with difficulties in interpersonal relations which might otherwise hinder his future job life.

To complete this very well-organized presentation, a suitable bibliography of reading materials and films for teachers and children should be appended to this unit.

This program represents a promising new direction for organizing a suitable life experience curriculum for these children. The results of a similar program recently initiated in the San Francisco Bay area and built around an occupational education core should be explored.

AUDIO VISUAL

Summary

This extraordinary section of the Curriculum Guide is devoted to a unique proposal to have the children produce their own film about life in New York City.

It is based on the premise that pupil-created materials and activities, particularly in the audio-visual sphere, will have a far greater impact on the acquisition of skills, positive growth of social relationships, and outlook for future life work, than teacher-created materials and activities.

Structure of audio-visual proposal

The proposed audio-visual program is divided into three sections: (1) planning for and producing an original film entitled "The City is People," (2) photographic skills and integration with other subject areas and (3) equipment necessary for the first two sections.

Preparatory steps to the actual filming are carefully outlined and well detailed. Visits to all parts of the city where people of different nationalities live and work are suggested. Interest in the history, culture and family life of various ethnic groups is stimulated

by these visits. The children themselves will plan, write the script, film, act, direct, cut and edit, direct the lighting and arrange the final public showing.

The finished movie will be a cross-section of the lives, desires, problems and feelings of these children. They will be the stars. The production of the film provides for integration of all subject areas as they are needed to solve problems of production, without the anxiety producing elements of scheduled classroom assignments and evaluations through tests. The film cuts across all academic areas, encompasses the entire school life of the children and in fact, becomes their entire school life during this time.

The section on Photography includes suggestions for using the processes learned in the actual movie making to create slides, stills and film strips. All the necessary technical information including how to operate the equipment, where to obtain each item of supplies and how to set up and equip a darkroom are contained in the final section on Equipment.

Evaluation

This proposal suggesting that the children

produce their own documentary film about New York City is truly one of the most remarkable in the Curriculum Guide. The experiences suggested are not only concrete but highly exciting and vital, building in every conceivable motivation for participation. The non-verbal message of faith is powerful, if only in the act of giving these children these extremely expensive movie machines to operate. It communicates without elaboration the belief of the teacher in the vast store of untapped creativity and constructiveness in these children.

The detail with which the authors have spelled out each step necessary for such a film production is extremely helpful to teachers, even the least creative ones. The emotional and education values for the children are infinite.

There are no supplementary recommendations to this superbly written, vivid and insightful document.

GUIDANCE

Summary

This 64-page chapter stresses the importance of incorporating an emphasis on remotivation and guidance throughout all aspects of the "600" school program. While special services are provided through guidance counselors, remedial teachers, psychologists and social workers, the classroom teacher is the primary guidance worker. Because of the small classes, flexible curriculum and supportive services, the teacher is enabled to perform a major guidance function. This consists mainly of establishing a classroom environment in which the pupil can find comfort, safety, stimulation and maximum opportunities for achievement and progress.

The author summarizes the major functions of the classroom teacher as providing support, interest, protection and acceptance. At the same time he stresses the need for all staff members to perform a guidance role in relation to the children.

Suggestions are made for dealing with problem behavior in the classroom such as bizarre dress, contraband, fighting, lying, obstructing the learning process, profanity, sexual problems, smoking, stealing, truancy, lateness and

vandalism.

The final section of this chapter outlines the role of the guidance counselor in screening and orientation, helping the pupil adjust to the school, individual and group counseling, career planning and follow-up, consultation with teachers, parents, Bureau of Child Guidance and social agencies.

Evaluation

The Guidance Section attempts to tackle some of the most difficult issues confronting teachers in dealing with the problem behavior of these children. It suggests directions for implementing a mental hygiene approach to them. While explaining a good deal of the misbehavior of the children in terms of unfulfilled needs for attention, mastery and relationship, the author gives ample recognition to the understandability of teachers' reactions of anger to such behavior. At the same time he cautions against retaliation.

Supplementary suggestions

Need for careful selection of teacher models

Since the teacher has the major task of dealing with the multitudes of anxieties, needs, disturbances

manifestations of difficult behavior and resistance to learning characteristic of these children, utmost care must be given to selection of teachers who can have the most beneficial influence on the child. Since the classes are smaller and more informal, an intimate relationship is established. The teacher's personality has a powerful impact in determining the emotional climate of the classroom.

Recommendation

For these reasons it is particularly important that the hiring and placement machinery of the Board of Education provide for careful selection of teachers. Applicants who have a fairly low level of anxiety, a sense of humor, a good deal of human warmth, capacity for generous giving and an ability to accept and withstand the child's hostility without will-power battles, should be sought. Firmness and strength, technical skill in management and limit-setting are equally vital characteristics.

It is of crucial importance to screen out teachers with strong overt or covert prejudices against Negro and Puerto Rican children. Such prejudices sometimes take the form of punitive attitudes expressed through puritanism or very high moral standards, or conversely, lowered teaching standards based on the attitude that "these children

can't learn" for whatever reasons. Such teacher attitudes frequently result in the familiar vicious cycle of the self-fulfilling prophecy of failure.

Some provision for removal or transfer of unsuitable teachers has been built into the personnel practices of the "600" schools. The machinery for arranging the transfer of such teachers should be kept reasonably free of the usual red tape, while at the same time guaranteeing protection of the tenure and professional rights of the teacher.

This is especially important since the major tool for changing anti-social behavior is the presentation by the teacher of model of personal integrity and high ethical standards. Violence, vandalism, stealing and lying can be influenced mainly by the teacher's own attitudes and behavior. Any form of corporal punishment (including those practiced behind the scenes) must be clearly prohibited in the "600" schools. In the conflicts between teacher and child the teacher must use other means of resolution. In this way he sets an example for identification and communicates an important subtle message.

Need for specific techniques of control of aggressive behavior

Setting appropriate limits and classroom controls for these children is a primary function of the teacher. Without it no other function is possible. For this reason, the Guidance chapter should include some suggestions for methods of individual and group control.

Prevention is by far the most powerful method of control. Specific methods of prevention through physical arrangements, careful selection of materials, abundance of food, programming and tied interventions into unwanted behavior, should be specifically outlined. Techniques for dealing with outbreaks of physical violence, such as instant removal of major offenders, should be included in this section. Since control is the most important function of the teacher in establishing a suitable learning environment for the children, judicious techniques of control should be suggested in this Curriculum Guide, implemented by examples of classroom transactions.

Establishing a moral code in the classroom

In the course of structuring and setting limits in each classroom, it is important that a clear-cut and simple moral code be established that is enforced by all staff in their communications to the children.

Such a code should center around the prohibition of actions which are dangerous to self or others.

In enforcing such a code, acts of violence, use of weapons, vandalism, as well as illegal acts such as smoking in school buildings, must be measured and dealt with in terms of the degree to which they violate this basic code. In this context, a casual attitude toward minor mischief is effective in dramatizing and establishing this central moral code, particularly when such mischief is self-limiting, non-contagious or represents an effort to seduce the teacher into a power struggle. Fritz Redl¹ refers to this as "planned ignoring" or the "strategy of non-intervention."

Concurrently, a very firm stand must be taken against dangerous and brutal deeds with appropriate reactions and consequences following. These consequences must always be administered in a manner that clearly conveys a purpose of enforcement rather than punitive retaliation. "This is how I help you to control yourself," or "This is how I protect children from danger," rather than, "This is how I even the score between us," or "This is how I

1. Fritz Redl, Controls from Within, Free Press, Illinois, 1957.

hurt or punish you in retaliation for having made things difficult for me."

In the context of graphically demonstrating what is clearly prohibited because it is dangerous, it would seem that relatively minor issues such as inappropriate dress (P. 19 - Chapter on Guidance) should be minimized. Certainly there is a wide range of what is considered acceptable dress in terms of different community mores and adolescent styles.. Unusual dress or even bizarre dress would seem to be a relatively safe way for many children to express adolescent rebellion. Many a fashionable middle-class private school permits children to wear clothing which is suggested as inappropriate in the "600" schools. In addition, the statement, "A person who dresses acceptably and neatly, usually feels acceptable and neat," is open to some question.

On the whole, this aspect of the child's behavior should be relegated to minor ethical importance, particularly as it bears no direct relationship to the basic moral code of prohibiting actions which are dangerous to self or others

Need for sensitivity to issues of race

Teachers should be aware of and sensitive to the anti-white component of many anti-teacher attitudes of Negro children. Such feelings often form barriers to communication which the teacher frequently misinterprets as being an expression of the child's "non-verbal" qualities. Often mere awareness and recognition of these feelings, acceptance and acknowledgment by the teacher, serves to reduce the child's sense of alienation and takes the edge off his hostility.

Conclusion

The most difficult and controversial issues in guidance of children's behavior have been discussed in the Guidance section of this Curriculum Guide. Since the teacher is the key guidance worker he should be carefully selected to provide a suitable model for children. The Guidance Section should include some suggestions for ways of handling aggressive behavior in the classroom. Some of these have been suggested in this supplement. Important moral issues should be handled in the classroom. For this reason greater spelling out of techniques for teachers is necessary.

CHAPTER V

SUMMARY, GUIDELINES & CONCLUSIONS

A. Summary of Evaluation

The underwriters of this project set out to write a sample Curriculum Guide for teachers in the "600" schools. The purpose of this guide was to suggest a wide range of learning activities that would be most effective in engaging the child population in the "600" schools in a maximally successful learning experience. Teachers could then select from these activities those that would be most suitable for the particular class.

A central Resource theme was selected called "What is a City?" This seemed to be a suitable and lively choice of theme. Curriculum content was geared to the seventh grade as this grade seemed to represent a particularly crucial academic juncture for these children. The curriculum content in most of the subject areas was integrated with this central theme.

The major shortcomings discussed in this Evaluation Report centered around the absence of sufficient psychological sensitivity to the emotional impact of some of the curriculum content.

Implementation of all of the curriculum suggestions is highly contingent on the teacher's skill in classroom management. A second shortcoming of this Curriculum Guide was the absence of techniques for handling difficult behavior. Since the children have been referred to the school because of this behavior, an important function of the proposed curriculum should be the inclusion of specific ways to deal with such behavior in a therapeutic manner.

A detailed critique of the content of each subject area is contained in Chapter IV of this Evaluation Report.

B. Some Guidelines for the Future

1. Human Centered Curriculum

Curiously enough, while some of the major difficulties of these children lie in the area of interpersonal relationships, at the same time some of their major strengths lie in their perception of people, talents for leadership, creativity, humor, showmanship and flair for dramatization.

To serve an additional rehabilitative function, it is suggested that all areas of curriculum stress the

human element - language arts, social studies, physical education, science, the arts.

The document proposing this Curriculum Project¹ suggests incorporation of a beginning simplified curriculum for junior high school and high school students in psychology, anthropology and ethics. This has not been translated into the current Curriculum Guide. It offers some rather interesting possibilities for curriculum for these children.

The mystery of life, the human drama can be a powerful motivational and rehabilitative instrument for these children.

a. Service as a therapeutic tool: While many of these boys present a very "tough" exterior, a tenderness for those more powerless than they are is often present. It is fascinating to observe violent and acting out children who are often destructive, cruel and abusive to each other and to adults, show extreme gentleness, affection, protectiveness and self-control in the presence of younger children. These boys behave at their best when they are in charge of younger children. Obscenities and

1. Committee Study June 1964 to February 1965, A Report to the Superintendent of Schools, Board of Education of New York City, "600" Schools, Yesterday, Today & Tomorrow.

fighting are curbed in their present. ("Don't do that now, you'll scare the kid!")

The building of feelings of tenderness in an activity involving caring for others would seem to be a possible antidote to the "grab what you can" "kill or be killed" laws of the jungle by which many of these children have learned to survive.

Recommendation:

1. The possibility of placing certain selected children in a helping relationship with pre-school children (Head Start programs) should be explored. Such a service action is not only extremely gratifying but could fulfill the crying need of these children for some collective purpose, while fulfilling some of their adolescent power needs (to be the boss). It would provide the child with some sense of his connection with others, control over his own destiny and those of others, the absence of which is part of his sense of failure, powerlessness and anti-social attitudes. It would help him to see himself as a member of the world of "good" people.

2. Payment for human service. As part of such an experimental project, the school system might well

consider the possibility of arranging for these children to be paid for serving in an assistant professional capacity in such pre-school programs. This would also capitalize on the self-interest needs of the child through an activity in which caring for another is not antithetical to or mutually exclusive of caring for the self. All of the helping professions - teachers, doctors, lawyers, psychologists, are paid for their services to people.

Such a program might also prepare students for a possible future occupation. Too often the child tends to see himself only as a future blue collar or manual worker. The new trend of mental health, social and educational agencies to experiment with the use of non-professional persons in direct service roles as case aides to qualified professionals might in time provide new job possibilities for these children. Older children might serve as teacher-aides in pre-school programs. Serving as a "Big Brother" to a younger child might fulfill a variety of unmet needs of these children.

In these ways, the school program could serve as a "counteragent against wrong life situations, as ~~con~~cession to human rights, and in the service of socialization."¹

1. Fritz Redl & David Wineman - Children who Hate

Beginning with the child's need for gratification derived from "achievement or mastery, affiliation or positive emotional response from others, utilization of power motive (having influence over another person)"¹, such activities could be a powerful emotional tool in the child's rehabilitation.

Precautions must be built into such a program to select those children who are ready for this experience and exclude those for whom this might prove to be a destructive experience. In addition, for many children any kind of service may be seen as a deprivation to themselves. For such children perhaps a longer stage of gratification on an earlier level might be necessary during the first stage of their rehabilitation.

Recommendation:

1. Programmed instruction based on awareness of psychological disabilities and remediation of academic disabilities:

To supplement the proposed life experiences in the Human-Service centered curriculum, the possibility of writing new programmed instructional material in

1. Joseph Veroff, "Theoretical Backgrounds for Studying the Origins of Human Motivational Dispositions," Survey Research Center, University of Michigan, Ann Arbor, in press for Merrill Palmer Quarterly.

reading and mathematical skills should be explored. Such material should be specifically geared to and based on an understanding of the cognitive styles of these children. It should be built around specific academic disabilities and be prescriptive in nature.

While those who have worked with these children find that they have a long attention span for activities meaningful to them, strictly academic exercises frequently meet with resistance expressed by short interest span and negative attitudes. Anti-learning feelings rise to the surface during such activities. Impulsivity and violent coping mechanisms are expressed openly.

The advantages of selected programmed instruction for certain children consist mainly of:¹

a. avoidance of negative teacher-child interaction through removal of negatively tainted teacher, thus reducing the possibility of volatile interpersonal explosions during learning periods.

b. built-in success and self-competition through which fear of failure and exposure is avoided.

1. Bureau of Educational Research, University of Denver, School of Education, Denver, Colorado, Rocky Mountain School Study Council, Guidelines for Selection of Programmed Materials, 1961

c. organization of material based on diagnosis of learning difficulties, recognition of individual differences, prescriptive teaching and appropriate pacing adjusted in form and content to the learner.

d. continuous active student response involves learner in active rather than passive participation.

e. immediate knowledge of results thus providing reinforcement of correct responses and gradual elimination of wrong responses.

f. use of spaced repetition in a variety of ways.

Unfortunately, there are very few materials available that are particularly geared to these children. However, some children should be selected to try out those programmed instructional materials that are currently available until special materials are sufficiently developed.

C. Proposals for teacher training

Collaboration with the academic community is necessary both for pooling of current knowledge as well as for training of the future teachers of the "600" schools. The cleavage between educational theory and practice is represented in the common complaint of

graduate students in education as well as practicing teachers, namely that what they have learned in the education courses has nothing to do with the practical requirements and needs of life in the classroom.

Greater collaboration between the public school system and the academic community through the departments of special education would mutually enhance the progress of each service and the quality of special education.

1. Setting up demonstration classroom

The "600" schools should be used for training young teachers before they embark on their teaching careers. A demonstration classroom should be built in a well selected classroom with a "master" teacher. Provision for transmission of sound from the classroom to the area in which student observers are seated can be made. Another possibility would be the use of closed-circuit TV.

Graduate students in special education would have an opportunity to observe the children and evaluate the techniques of a selected group of "master" teachers. This would do a great deal toward making the "600" schools a center of future educational innovations.

2. Establishment of curriculum reference library

It would seem that the Bureau for Socially Maladjusted Children would be the logical center for the establishment of a library of reference materials for teachers of these children. The vast volume of material on the disadvantaged and emotionally disturbed should be brought together and made available to teachers assigned to these schools.

In addition, a special children's library with reading materials that are especially selected as being valuable for these children, should be established.

A historian should be appointed to collect such material including reprints that are difficult to obtain. What works and why it works for these children should be gathered and made available to the staff.

D. Need for administrative flexibility and revisions

Many changes permitting wide flexibility in grouping, scheduling and teaching will be necessary to implement some of the proposals in this Curriculum Guide. Administrative changes should be considered which would permit greater physical movement of the children outside the confines of the classroom. Certainly the very

excellent proposal of the Audio Visual section to have the children make their own film of city life would require great flexibility of certain procedural regulations.

Perhaps a review of those procedures prohibiting the school from engaging in profit-making activities should be considered in terms of the possible values to the children of having them run their own sales, selling tickets, charging for exhibits, all of which might be worthwhile practical and social experiences.

A movement away from departmentalized subject areas toward more all-inclusive, comprehensive classrooms might also be considered. Team teaching could supplement the program where teachers' skills are inadequate.

CONCLUSION

This project was initiated in an effort to redesign the current school curriculum for the "600" school population of New York City. It represents a serious and conscientious effort on the part of the dedicated leadership of the "600" school system to cut through and alter the self-fulfilling prophecy of personal and social failure of children and teachers in

these schools.

The activities suggested should certainly provide the children with gratification through social rather than anti-social behavior. They are active learning experiences which can improve the child's sense of self-confidence through constructive achievement.

In addition, the Curriculum Guide suggests many excellent activities to help these children master the skills necessary for future school progress and vocational success.

This project marks the beginning in a series of long range attempts to plan programs to help these children more effectively. The large volume of suggestions can provide teachers with the opportunity for making choices that are suitable for each class.

The production of this tremendous volume of material within the brief period of one summer is quite remarkable. It is the result of the devotion to and optimism about these children by the staff, and particularly of the energies, patience and organization of the enthusiastic Project Coordinator, Mr. Sidney Lipsyte.

Respectfully submitted,
Rosalyn S. Cohen

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Research Coordinator, Title I Projects

PRE-SCHOOL CHILD DEVELOPMENT CENTERS IN DISADVANTAGED
AREAS OF NEW YORK CITY- SUMMER 1966

Dr. Sydney Schwartz
Research Director

August 31, 1966

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INTRODUCTION

DESCRIPTION OF THE PROJECT

The Child Development Center Program emerged from the fact that "recent studies have established that children from economically and socially disadvantaged families...have not had the experiences which foster curiosity and develop the speaking and listening skills...they do not have a positive attitude toward themselves."⁽¹⁾ Thus, the objectives of the program as outlined in the project description include:

1. Improving the child's health.
2. The development of a better self-concept through encouraging self-confidence, self-expression, self-discipline, curiosity and a chance of success. Such chances may erase patterns of frustration and failure and especially the fear of failure.
3. Increasing the child's capacity to learn by improving and expanding the child's ability to think, reason and speak clearly. Wider and more varied experiences will be provided to broaden the children's horizons.
4. Increasing the child's ability to get along with others in his family, including the development of a responsible attitude toward society in the child and his family.
5. Planning activities which allow groups from every social, ethnic and economic level in a community to join together with the poor in solving problems.
6. Developing in the child a more positive attitude toward school.⁽²⁾

The design of the Child Development Centers toward the achievement of of these goals included:

1. A daily three-hour program , including lunch, to be housed in the public elementary schools of New York City: Basic room equipment existing in the public schools to be supplemented by Board of Education for the summer programs.
2. Selected schools in attendance areas having high concentrations of low income families.

1 & 2: Project description: Board of Education of the City of New York
 1: p 1 2: p 6.

3. Class groups of no more than 15 children per group under the direction of a professionally educated group teacher; auxiliary classroom help to consist of an assistant teacher selected from the current college population, and an aide selected from the local community of the center. Assignment of volunteers will also be made where available.
4. Coordination of centers to be under the direction of professionally educated head teachers who will receive supervision and guidance from an area supervisor of the Bureau of Early Childhood Education.
5. Professional staff to be selected from the body of Early Childhood and Elementary Teachers in the New York City Public School System.
6. Orientation sessions to be designed and administered to all teaching personnel by the urban colleges. Family assistants will receive their orientation from the Board of Education.
7. Auxiliary professional services to be provided which will include medical and dental care for the children; psychiatric and psychological consultants, and a social worker will also be available.
8. The community action program to be structured and supervised by a team of family assistants and family workers directed toward providing expanded educational opportunities to the parents through the school facilities.

Approximately 30,000 children from economically underprivileged homes were to participate in this project, utilizing approximately 262 schools.

The children were to be enrolled from the population of potential school entrants for the fall of 1966; i.e., 5 and 6 year old children.

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CHAPTER I

OBJECTIVES OF THE EVALUATION

The specific directive for this evaluation program was that of assessing the relative success of the educational programs of the Child Development Centers in terms of the stated goals of the summer program.

As described in the original proposal summarized in the Introduction, the educational goals involved fostering the growth of the participant children by enhancing their self-concept, increasing their ability to learn, and establishing a positive attitude toward the school.

Although the major factor influencing the attainment of these goals is the classroom teaching situation, the total operational structure of the Child Development Center is integrally involved. The level of success in staffing (including selection and orientation), housing, equipping, supervising, recruiting children, and offering of auxiliary services directly affected the quality of experiences offered the youngsters in each classroom.

Therefore, it was considered a part of this evaluational research to identify the strengths and weaknesses of the total planning and operational structure relative to the identified successes within the educational context.

CHAPTER II

METHODOLOGY AND DATA COLLECTION

Part I: Selection of the sample population

It was hypothesized that an evaluatory study of a qualitative nature could best be secured through a selected sampling representative of the total number of schools participating in the Child Development Center Program.

This representative sampling of the 262 schools in New York City was selected by employing the following criteria:

1. Concentration of low income families in the area, (Poverty Pockets).
2. Geographic location, including school districting.
3. School year enrollment: i.e. over-enrolled, normal or under-enrolled schools.
4. Extent of school year program: pre-kindergarten programs.
5. Size of Center: 60-120 children.

Criteria for Selection of School

Information was secured from the Neighborhood Youth Corps which provided the statistical data facilitating the isolation of those geographical areas where there was a significant concentration of families with incomes below the established poverty line (\$4,000 per annum).

It was decided that four boroughs of New York City should be sampled for representativeness. Richmond County (Staten Island) was excluded because of its physical separation from the other boroughs and its normative amount of deprived families. This led the staff to believe that there were no crucial differences to be found there that were not represented in the other boroughs.

From 1-3 schools were to be sampled in a given geographic area based upon the percentage of low income (poverty level) families residing in that locale. The distribution was as follows:

.....from 7.5 percent to 10 percent low income families-	- -	3 schools
.....from 5 percent to 7.4 percent low income families -	- -	2 schools
.....from 1 percent to 4.9 percent low income families -	- -	1 school

In addition to the consideration of income level, school year enrollment, the existence of kindergarten and pre-kindergarten programs and the size of the Summer Center were deemed significant.

The procedure for selection of this sampling required the mapping of those poverty areas in relation to school districting lines. All schools with Child Development Center Programs were cited. In cases where single selections were indicated, a school centrally located in that area was selected. In those districts where multiple selections were necessary, a distribution was sought to include schools that would draw from the total population of that area with diversity in school year enrollment and differences in school year programs.

In total, 35 schools (a 13 percent sampling) were selected. The list of selected schools are as follows:

Brooklyn:

Crown Heights	#289
Fort Greene	#46
Red Hook	#30
Williamsburg	#196
Williamsburg	#16
Bedford-	#157
Stuyvesant	#28
East New York	#213
Brownsville	#184
	#41
Greenpoint	#34

Manhattan:

East Harlem	#7
	101
	168
Lower East Side	#31
	15
	122
Lower West Side	#23
Chelsea	#11
Central Harlem	#170
	76
	90
Upper West Side	#166
	161
	129

Bronx:

South Bronx	#29
	154
Morrisania	63
	39
Hunters Point	#48

Queens:

South Jamaica	#40
Rockaways	#42
Corona	#92
Springfield Gardens	#15

Selection of Classrooms:

Since the sample population included centers with anticipated enrollment of 4 groups or 8 groups (60 children or 120 children), the staff decided to select one morning class group and one afternoon class group, with different

group teachers as representative of the educational programs of the selected centers. In those centers where there were four groups in attendance both morning and afternoon, two teachers were randomly selected by the evaluator for observation. Beyond the initial identification of the school and the selected teachers, all sources of data were numerically coded to insure the anonymity of the respondents.

Section 2: Instrumentation

In considering the possible scope of an evaluation of educational programs in Child Development Centers, a variety of questions were raised.

First, there were concerns dealing with the structure and functioning of the Centers. It was necessary to ascertain whether the centers were in reality equipped with the personnel, facilities, materials and supplies as indicated in the proposal. Did these centers adhere to the structural pattern which was proposed?

A second area of evaluation included a consideration of the appropriateness of the structural plan in terms of the specific goals and operational realities of the New York City Child Development Centers. It was not considered the task of the evaluational project to seek a theoretical answer to this aspect. Rather, the evaluational procedures were directed to seeking data from the Center personnel that would offer pertinent information concerning vital roles unfulfilled and/or duplicated.

The final area of consideration referrent to the structure of the Child Development Centers was how adequately and appropriately the roles of the personnel as assigned were understood and effectuated.

Several factors called for the delineation of the extent of the evaluational procedures. The two most crucial of these factors were:

1. The explicit task of evaluating the educational program at the Child Development Center rather than the total Center activities, and
2. The time available to conduct the evaluation: Since the evaluation program was initiated one week prior to the onset of the summer program, the task of acquiring a qualified group of professionals, developing the plan and instrumentation, and executing the procedures was restricted to 8 weeks.

It was felt that the nature of the instrumentation, as well as the selection of evaluators who would use the data collecting devices, was a crucial aspect of the total reliability and validity of the evaluational project. By virtue of the nature of the data, the design and instrumentation of this study was conceived as essentially a qualitative analysis of the Child Development Center Program. Emphasis was placed on the objectification of evaluation, wherever possible, through the use of rigorous recording devices and scientific orientation of highly skilled professional personnel in their use.

In the design of the instruments two basic sources of data were sought; a) observation and b) personal reports.

The perceived limitations of the instrumentation related to the circumstances pertinent to the study rather than the data collecting techniques employed. The limitations of the time factor permitted no more than two visits to a center within the defined eight week period. This restriction on potential visits was taken into consideration as a liability. This liability was acknowledged as a reality factor which could not be altered and thus emphasis was to be placed on the quality of the available observation and interview time. The goal was defined as the establishment

of rapport and the gaining of insight into the various aspects of the summer program. Two observer visits could not adequately consider such developmental and dynamic factors as child growth, variations of temperament in a classroom, the scope of the curriculum, etc. As to the realities of obtaining classroom observational material, the first and last week of the summer session were excluded, leaving a span of six weeks for that part of the evaluation which relied upon observational data.

Additionally, this limiting time factor prohibited the pre-testing of the instruments for inter-observer reliability. It was therefore deemed essential that a variety of instruments be devised that would provide a crosscheck of the defined areas. These instruments were developed in conference with the total professional staff to allow for maximum comprehension of the discrete parts of the instruments both in theory and use under the prescribed conditions.*

The instruments took the form of (a) observational recordings and (b) personal reports, including interviews and questionnaires.

Observational Instruments:

The types of information needed to be secured through observation was apparent as a vital part of the design and methodology of the study. The need for concomitantly effective recording instruments to direct organize and, in degree, standardize the observational data was also evident. It was taken into account that, though primary observational data is essential in a study of this nature, some compensation must be made for the subjective aspect

*Two of the observational instruments were not developed by the research team; Teacher Profile and General Teacher Summary. Both instruments have been recently developed as a part of an on-going pre-kindergarten curriculum study under the direction of Professor Kenneth D. Wann and Professor Helen F. Robison at Teachers College, Columbia University. As new instruments, they have been tested only for inter-observer reliability, by the original researchers.

of this type of data collection which tends to bring forth manifestations of personal pre-judgements.

These personal pre-judgement of the observers were minimized by a careful selection of highly qualified personnel who were experienced evaluators and/or researchers accustomed to supervision and participant-observation in early childhood settings.* Additionally, preliminary meetings were devoted to the sharing and exchanging of professional convictions and perceptions directed toward finding an appropriately acceptable level of operation. There was team participation in the development of the instruments with concurrence on all items of the newly developed instruments.

Emphasis was placed on achieving a desirable level of objectivity of observation with focus placed on the specific aspects of teacher behavior, children's behavior and curriculum content. From the observational point of view, patterns of teacher behavior and patterns of child behavior were described rather than a series of isolated incidents. The objective of this study was not directed toward evaluating growth over a period of time, but rather a study of the way in which the teacher related to the children and the way the children related to the teacher, the group and the curriculum. This decision was a direct outgrowth of the team's appraisal of the goals of "Headstart" as outlined in the proposal (cited in introduction).

*Staff members were selected by the evaluation coordinator in terms of the following criteria:

- a. extensive knowledge and experience in the field of early childhood education,
- b. additional specialized knowledge from the social sciences and related disciplines
- c. diversity in personal background of the staff

Staff structure was selected to give the greatest weight to the knowledge and experience in teaching and administration of programs for young children 4,5 and 6 years of age. The following list of staff indicates professional competencies, specialities and auxiliary skills as related to the evaluation task:

- 4 Early Childhood Education Specialists: directors of New York City day care centers, private preschool, kindergarten and early elementary programs
- 1 language development expert: recent participant in a two year curriculum experimental project for 4-5 yr. olds

- 2 psychologists: public school and research experience
- 1 social worker: experienced in working with poverty population
- 1 sociologist: experienced as consultant and supervisor of pre-service teachers, early childhood and elementary levels.

All personnel contributed to the project through professional competencies in their own field plus competencies in the expanded social science field. Except for the sociologist, all members of the evaluating team, including the coordinator, participated in the collection of the data. The sociologist did not visit the centers in order to allow for objectivity in data analysis by one member of the group, most appropriately this member.

The description of group and individual development was eliminated as a primary goal of this evaluational study due, again, to the limitations of time and the lack of availability of reliable tests that could realistically be administered. Under the circumstances, the staff felt that the most important consideration was the quality of experience for the children in terms of the school environment. It was further deemed that quality can be described and analyzed at a given point in time.

The variety of observational instruments designed by the evaluating team was directed toward providing a cross-check for each observer by structuring observations to include:

1. observations of the teacher in action accompanied by a general personality summary (see footnote, p.6.)
2. observations of the children's behavior in relation to the teacher and key parts of the curriculum
3. observations of the content of the program as evidenced by teacher-initiated comments or responses during the flexible free play period.

One of the major concerns of this part of the evaluation was the need to describe the quality of the relationship that was established between the group teacher and the children in reference to specifically defined areas: (1) the emotional-social level and (2) the intellectual level.

Objectification of the description of teacher behavior was required in the instrument headed "Teacher Profile".* The observer's attention was directed to an appropriate categorization of a series of acts of the teacher at specified intervals throughout the observation period. Observers needed to delineate between those acts which were instructional in nature and those acts which were emotional-social in nature. Further breakdown of analysis called for categorization of the quality of the instructional moves and the behavioral moves. Paired with this "Teacher Profile" was an instrument by which the observer summarized the general personality of the teacher in terms of kindness, supportiveness, and verbal and stimulative levels.

A further check on the rating comprising intellectual stimulation was offered by the instrument dealing with curriculum content. It was assumed that the teachers were continually offering content to the children as a part of the daily defined group period. The significance of this kind of intellectual exposure could not be ascertained under the circumstances of the limited number of observational recordings. However, the amount of content that was being reflected by teacher behavior in the flexible free play period could begin to indicate the appropriateness and meaningfulness of content as the children were involved with materials and activities of their own choosing. Further, there could be some description of scope of content as enhanced by the teacher.

PERSONAL REPORTS

The need for interviews was apparent to the staff. Studying a point in time required detail on such aspects as a history of the ongoing program, problems resolved, problems not evident but unresolved (i.e. food supplies, menus, staff relationships), and accounts of existing problems that were evident and

*All instruments included in the appendix.

unresolved. The interview was a functional means of bringing forth the developmental experiences of the total staff at the Child Development Centers.

The limitations of the interview as a research technique were taken into account. The interview, both in its process and in recording, may cull the prejudices of both interviewee and interviewer. The self-protective mechanisms of both participants tend to delimit the areas of response. The worth of the interview is highly dependent upon the interviewing skill of the evaluator and his ability to establish rapport, reduce anxiety and record accurately. Recording may highly bias the analysis of the interview data if there is only recording of selected perceptions on the part of the interviewer. The validity of the interview data is then based upon the interviewers knowledge ability of research procedure, the skills of the worker in eliciting information requested by the instrument, and a good concept of time and diligence in objectively evaluating what may reasonably be recorded.

The strengths in the interview method lay in the fact that the evaluators again defined the functions and areas of investigation based upon their own experiences of being evaluated and interviewed. It provided a preparation for the group for the interviewing task, relieving their anxiety and providing ways of soliciting cooperation from the interviewee. The interview form also gave latitude in providing an area for the rephrasing of questions and follow-up related to responses received. To limit any distortion of recall, the evaluator was instructed to record in process and fill immediately after the interview.

Interviews were administered to head teachers in each center in the sample and to two of the group teachers that were randomly selected by the evaluator at the first visit. The family assistant* was also interviewed as a vital link between the school and community.

*Note error on form: read Family Worker instead of Family Assistant

Where time did not permit, the questionnaire was used as a good alternative for the preferred interview. The use of the questionnaire for the assistant teachers emerged as an outgrowth of the feeling of the evaluation team that a valuable source of information on the functioning of the centers was vested in this corps of workers who had little at stake in expressing honest impressions about their feelings and observations of the Center and its personnel. Due to the lack of professional knowledge ability on the part of the assistant teachers, certain protections were built into the questionnaire form to guard against this instrument being used as a vehicle for the expression of ignorance, misinformation and/or feelings of inadequacy projected to other members of the center staff. Assistant teachers were requested to identify the needs of the youngsters as they perceived them, along with a description of the ways in which the classroom program was meeting these needs. The answers to these two questions offered a framework within which to identify the meaningful contributions in the rest of the form.

Chapter III

SUMMARY OF THE FINDINGS

Staffing:

All the professional personnel of the Child Development Centers included in the sample population expressed strong positive feelings related to the contribution of the summer programs to the lives of the participant children. In this respect, there were no conflicting appraisals. Similarly, the members of the evaluation team perceived many positive values of the Center's experiences for the children. They expressed the professional conviction that the majority of children were benefiting from the summer's experiences. The explicit values perceived will be described in section three of this chapter dealing with the

educational programs in the classrooms. The subsequent statements and analyses of the findings describe in detail the degree to which the staffing of the summer program enhanced the stated goals, and the degree to which difficulties and limitations were perceived and identified.

In each of the following areas, the data is to be analyzed in terms of three major frameworks: (1) the correlation between the structure as proposed and the on-going practices in the centers, (2) the perceived strengths and weaknesses of each part of the operational structure, and (3) recommendations.

Head Teacher:

The proposal called for one head-teacher to coordinate the educational program at each center. Her responsibility included the supervision and coordination of (a) recruitment of children by family-community staff, (b) maintenance, (c) classroom programs and teaching staff, and (d) auxiliary services: i.e., the role of this professional person was to insure a smoothly running center with all center personnel working cooperatively, in their respective roles, toward the goal of providing healthy programs for young children. The degree to which this role was fulfilled by the selected head teachers varied greatly from center to center. Two reasons accounting for this differential identified by both the head teachers and the evaluating team were:

- 1) limited experience in administration and teaching of young children, and
- 2) personal suitability to the administrative role.

Table I describes the number of years experience on the pre-kindergarten and kindergarten level for each professional teacher in the sample population. Experience on the pre-kindergarten and kindergarten level ranges from no experience to thirty years. Total early childhood and elementary teaching experience ranges from one year to thirty-five years.*

*It is important to note that no assumption was made that the greater the teaching experience the more successful the role of head teacher. There is some indication that extremes on this scale represent the most difficult challenges. The essentially inexperienced teacher lack the self-assurance necessary to successfully guide the other professionals and non-professionals. Similarly, the teacher of many years standing faced the challenge of stepping into an administrative role for a brief eight weeks.

Several schools in the sample population faced the problem of personality conflicts within the staff group which seriously impeded the cooperation of center personnel. In two of these instances, this conflict apparently related to the youth and inexperience of the head teacher.

The most common area of conflict was between the professionals and non-professionals. The head teacher, in the role of leader of the professionals, carried the greatest burden, received the major criticism, and felt the greatest frustration in terms of lack of effectiveness in resolving the conflicts within the time allowed. It is important to note that the head teacher assignment placed this person in the most delicate relationship role of the total program. This individual (in 2/3 of the center evaluated) was called upon to supervise and guide group teachers who were her fellow teachers in the past school year and would be again in the coming year. For the summer only, she was placed in an administrative position which required the execution of authority acts in the role of supervisor. Additionally, the cluster supervisor (from the Bureau of Early Childhood Education) of whom she was to solicit help and guidance, was frequently her immediate supervisor in the regular school program wherein she carried no administrative authority. The assumption of an administrative position for a few weeks, with the knowledge of the imminent return to the teaching level, can seriously impede the kind of authority that will be exercised and the initiative and creativity applied

to the task.

The types of administrative problems that head teachers met are described in Section Two of this chapter dealing with the administrative structure.

Some examples are briefly listed below:

- Late secretarial assignment: leaving a center without secretarial help for several weeks. The head teacher, therefore assumed the additional responsibility of keeping office records, filling out payroll forms, answering the phone, etc.
- Late delivery of a variety of supplies: food, snack, expendable materials, equipment etc. The administrator faced the task of attempting to unsnarl a mix-up in the records at the central office in order to receive the needed and allocated supplies, as well as helping teachers to amend programs to accommodate for vital missing materials.
- Lack of appropriate coordination between the custodian of the school and the summer center staff; leading to problems in maintenance. As a rule, head teachers were not given a key to the building and were therefore dependent upon the time schedule of the custodian.
- No auxiliary professional services (excluding medical) for all or part of the summer: i.e. psychologist, social worker and/or psychiatrist.
- Late arrival of family funds: limiting the development of the family-community activities as defined.
- No Spanish speaking staff member in Spanish speaking communities.
- Poor relationship with regular school staff: leading to problems in recruitment, housing and equipment.

The head teachers varied in their ability to deal with the frustrations that were a part of this administrative role. A few responded to the challenge by devoting the major portion of their energies to the clerical work. Others demonstrated the perseverance to continually fight through the "red-tape" of a large organizational structure to achieve their goals. Still others focused their energies on the classrooms and ignored the rest of the administrative challenge.

The team of evaluators generally found about half of the head teachers in the sample functioning on a better than average level. The rest distributed on a range from average to poor except for a few who were judged excellent. Some, with more than a reasonable number of operational obstacles were able to work with the teaching staff in order to assure a worthwhile program for the children. Most of the head teachers were able to diminish the organizational problems. Where the major problem was the quality of teaching performance on the part of any one or a group of teachers, the problems were frequently as intense at the end of the summer as at the outset. Little change could be expected in the teaching pattern of any professional under the circumstances of this eight week program. One head teacher faced with such a problem expressed her conviction that there should be a probationary period for all personnel in the summer program. It was her opinion that it is better for a group of children to change their teacher, as difficult as this might be, rather than to expose them to a negative experience as their "Head-Start" in school.

Recommendations:

Since there was little in the way of previous experience in administration to guide the Board of Education in the selection of personnel for this critical administrative role, it seems imperative that some direction be taken from the experiences gained this summer. Poor head teachers should not be reselected. However, some assessment of the difficulties of fulfilling this role as structured needs to be done relative to the realities of relationships in the summer hierarchy compared to the school year hierarchy. Do the values of being in the 'home school' outweigh the obstacles presented in fulfilling the administrative role, or is the reverse true? Can this person adequately exercise her authority in an imaginative and creative way when supervised by her school year "assistant principal"?

This area needs careful examination. The appropriate selection and assignment of this critical person has strong impact on the future success or failure of these summer programs.

Group Teachers:

The role of the group teacher is to organize, direct and supervise the educational program in her assigned classroom. This task includes the on-going guidance of all additional teaching personnel assigned to the group; the assistant teacher, the aide, and the volunteers. As noted in the evaluation of the educational program (Section Three of this chapter), most teachers expressed the feeling that the success of their summer teaching program rested in the structure of small class groups and the high adult child ratio. However, a large number of the teachers described varying measures of difficulty in working with the non-professionals in the teaching situation. This difficulty was traced to four factors:

- 1) the lack of outside class time for meetings with the non-professional teaching personnel,
- 2) the lack of adequate preparation; limited knowledge of young children and poor teaching skills,
- 3) the group teacher's inexperience in working with auxiliary teaching help in the classroom, and
- 4) the group teacher's inexperience on the pre-kindergarten and kindergarten level.

The teachers expressed feelings that some members of this corps of helpers were not suited to working with young children. It is difficult to assess, from the perspective of observational evaluation the extent to which the assistants' lack of appropriate behavior with young children was due to inadequate knowledge, skills and guidance or to poor personality adaptability to the teaching task.

While the major portion of the group teachers offered as much guidance as they could and assigned to them both teaching and non-teaching responsibilities. some teachers reacted to this unskilled group, at the low extreme with hostility

and/or disregard of their presence in the classroom.

Many teachers in the summer program were also faced with the challenge of adapting their teaching pattern to an age level with which they had never worked. As shown in Table 1, 37 of the 70 teachers in the sample population, had less than one year's experience working with kindergarten or pre-kindergarten children. The identification of the needs of this age group in terms of appropriate developmental experience and guidance absorbed much of the energies of the teachers. For this group, with little or no experience, the added task of guiding inexperienced non-professional personnel was difficult.

Despite these difficulties, in the majority of situations the members of the evaluating team described positive changes in the guidance of the children and quality of classroom experiences from the first to the second visit.

Recommendation:

There seems to be a need for the selection of more appropriately experienced group teachers.

Assistant Teachers:

The allocation of one assistant teacher per group selected from the current college population raised several questions. However, there was general agreement of the need for assistant teachers.

The body of assistant teachers in the sample population represented all types of college majors, and were students who had generally completed two years of undergraduate study. Many had no experience with young children and had no academic background in education or the applied social science fields. The professional teaching staff at the centers indicated a strong disapproval of such unskilled assistant teachers. They also expressed the feeling that the task of adequate guidance of this unskilled and unknowledgable group was not reasonable within the time allowed. It permitted little rewards for the children and the program.

Responses by the assistant teachers to the questionnaires offered substantial support to this judgement. Approximately one third of the sample evidenced the kind of misunderstanding of the children and the program that could be described as gross. I.E. "Teachers should have taught the children to read and write."

In those instances where the assistant teacher (a) manifested a natural ability to relate warmly and positively to young children, or (b) rapidly learned from the group teacher without the need for extensive guidance or (c) had previously developed some of the basic skills of guiding and relating to young children, they were considered a strong, positive, even "invaluable" factor in the achievement of the summer's goals.

The male assistant teachers were especially valued as indicated by teacher responses and observed children's behavior. The professional teaching staff who had successful experiences with the male assistants stated the "there should be one male adult assigned to each classroom in the future". Male assistant teachers who were rated below the acceptable level by the members of the evaluating team were observed as eagerly sought out by the children.

Recommendations:

There is a need for some finer methods of selection for this body of classroom helpers. Teachers need the help of those persons who will contribute to the lives of the children without disrupting the on-going educational programs. The recommendations for orientation and on-going guidance are discussed under section 2 of this chapter.

Aides:

The general feelings of the professional teaching staff were positive toward this corps of assistants. The responses ranged from highly enthusiastic and appreciative of their contribution to grudging tolerance of their presence.

The most common positive responses reflected feelings that the aides had a natural

feeling for the youngsters and related to them in a warm, comfortable and supportive manner, thereby fulfilling a needed classroom role. The extreme negative responses were similar in nature to those concerning the assistant teacher: the task of guiding two non-professionals and developing and administering a healthy program for the children was too great to be accomplished successfully in eight weeks.

The male aides were as valued as the male assistant teachers.

SECTION II

Center Structures as Designed and Administered by the Board of Education of the City of New York

It is in the nature of a large educational endeavor that each person working within the structure develops a series of firm convictions concerning the strengths and weaknesses of the program. The sample population of this evaluation included 105 professionals, 70 non-professional assistant teachers, and 35-50 family assistants--over 200 persons who were working daily within the situation being evaluated. As described in Chapter II on Instrumentation, the evaluating team sought to elicit as many pertinent reactions as possible concerning the functioning of these centers in order to give meaning and purpose to the findings for future planning.

Persons working hard toward a goal tend to be highly involved in thought about those aspects which frustrate them in their realization of achievement. In summarizing the findings of the evaluation in this area, an effort was made to organize the responses into unit areas. Single responses describing a problem were not included unless they fit into a general pattern or were considered particularly sensitive perceptions.

The major portion of this section will be devoted to the description and identification of problems in the over-all operation of the Child Development Centers.

Staffing: Selection and Orientation

Approximately one half of the interviewed professionals expressed concern in the area of selection of personnel and orientation of the total center staff. As described in Section One of this chapter, the selection of the non-professional personnel elicited the greatest number of negative responses. Occasionally head teachers questioned the selection of the group teachers. In several instances, the members of the evaluating team questioned the selection of the head teachers and the group teachers.

From the point of view of objective criteria, it is necessary to note that 8 of the 35 head teachers in the sample population had no more than one year's experience teaching young children of the age served by the centers: 3 had no experience and 5 had one year of experience (See Table I). This represents almost one fourth of the sample population of this specified group.

Of the group teachers, 33 of the 70 had no experience teaching this age group, and 15 of the remaining 37 had experience of one year or less. Thus, 48 group teachers of the population of 70 (approximately 2/3) were highly inexperienced with the pre-kindergarten and kindergarten curriculum and child. In the instance of one school (#3 code), the head teacher's full teaching experience consisted of four years on the elementary level, and the rest of her staff were totally inexperienced on all levels. The burden, under these conditions, seems awesome.

Considering the limited early childhood education experience for this high a percentage of the professional personnel, the significance of the fact that the professionals expressed concern over their responsibility for guiding the non-professionals becomes clear. It also places the negative comments concerning selection and orientation within a more appropriate

PROFESSIONAL TEACHING PERSONNEL: EXPERIENCE AND REGULAR SCHOOL ASSIGNMENT

Code # of Center	No. of Year's Experience and Grades							Grade Assignment during School Year				"Home" School Regular Sch. Yr.				Head Start Experience	65	
	Head Teacher		Teacher 1		Teacher 2			HT	T1	T2	T3	HT	T1	T2	T3			
	PK-K	Grades	PK-K	Grades	PK-K	Grades	Grades											
1	8	0	1 1/2	1 1/2	6 mos.	0	0	1*	K	K	K	D	S	S	S	+	0	0
2	4	0	0	4	0	1	✓	K	(2) 1*	1*	1*	S	S	D	D	+	0	0
3	0	4	0	0	0	0	0	2	2*	2*	K*	S	D	D	D	0	(AT) +	0
4	9	0	6	8	0	2 1/2	0	K	1	1	1	S	S	S	S	+	0	0
5	0	5	1	2	9	6 mos.	0	Guid- ance	P-K	P-K	P-K	S	S	S	S	0	.	0
6	9	0	1	1	0	1	0	P-K*	P-K	P-K	2*	S	S	S	S	0	0	0
7	7	7	0	1	0	1	0	K	1	1	1	D	S	S	S	+	0	+
8	6	0	0	1	9 1/2	6	0	K	1	1	K	S	S	S	S	0	+	+
9	3	1	0	1	0	6	0	K	K	K	4	S	S	D	D	+	0	+
10	8	2	6	0	0	0	0	1	P-K	P-K	K	S	S	S	S	0	+	0
11	4	1 1/2	0	3	6 mos.	0	0	K	?	?	-	S	D	D	D	+	0	0
12	20	1	20	1	5	2	0	K	K	K	2	D	D	D	D	0	+	0
13	25	2	2 1/2	0	0	2	0	K	K	K	2	S	S	S	S	+	.	0
14	10	1	10	3	0	8	0	K	1	1	4	S	S	S	S	+	+	0
15	14	3	12	2	3	1 1/2	0	K	K	K	1*	S	S	D	D	0	+	0
16	1 1/2	0	0	2 1/2	1 1/2	1	0	K	K	K	1	0	0	S	S	.	0	0
17	4	0	4	0	0	2	0	P-K	K	K	1-2 MES	S	S	S	S	+	+	0

(continued next page)

Code # of Center	No. of Year's Experience and Grades						Grade Assignment during School Year				"Home" School Regular Sch. Yr.				Head Start Experience '65			
	(Pre-Kindergarten and Kindergarten)																	
	Head Teacher		Teacher 1		Teacher 2													
	PK-K	Grades	PK-K	Grades	PK-K	Grades	HT	T ¹	T ²	HT	T ¹	T ²	HT	T ¹	T ²	HT	T ¹	T ²
18	1	7	0	2	0	3½	✓	6	1		S	S	D	+	0	0	0	
19	DNC																	
	1	0	1	0	1	0	P-K	K	P-K		D	S	D	+	0	+	+	
20	30	5	2	0	6 mos.	0	K	K	Not Assign.		S	D	D	+	+	0	0	
21	18	2	1	7	0	3	P-K	K	✓		S	S	S	+	0	0	0	
22	10	0	0	5	1	0	K	1	K		S	E	D	+	0	+	+	
23	5½	0	0	6 mos.	2	0	K	1	K		S	S	S	+	0	0	0	
24	1	2	8	4	0	0	K	1	2		S	D	S	0	+	0	0	
25	12	8	1	0	1 Sub.	0	1-2 MES	P-K*	Not Assign.		S	D	-	0	0	0	0	
26	15	4	0	6 mos.	7	0	K	2	K		D	D	S	+	+	0	0	
28	15	0	2½	2	0	4½	P-K	3	✓		S	D	S	+	0	+	+	
29	1	20	15	3	1	0	1	1	P-K		S	D	S	+	0	0	0	
30	1	1	0	5	0	2	K	1	K*		D	S	S	+	0	0	0	
31	3	1	0	6	0	3	P-K	2	1		S	S	S	0	0	0	0	
32	3	0	0	2	0	4	K	P-K	1		S	S	D	+	+	0	0	
33	2	1	8	7	0	0	K	K	K*		S	D	D	0	0	0	0	
34	2	0	0	3	1	0	K	2	1*		D	S	D	+	0	0	0	
35	5	1	1	0	14	6	K	K	P-K		S	S	S	+	0	0	0	

Key: ✓ : OTP (Other than teaching personnel)

* : Coming year assignment; not previous year assignment

+ : Yes

0 : No

S : Same school

DNC : Data not clear

D : Different school

AT : Assistant teacher

MES : More effective school

perspective. Inexperienced teachers would find the task of guiding other non-experienced personnel a difficult challenge, and would be prone to look for more competent help in the classroom. Although a few teachers expressed the opinion that two regular teachers in the room would be more suitable than the current summer plan, there is strong indication from the major body of the responses that this alternative is not an appropriate one to consider at this time.

There seems to be a need to reevaluate and restructure procedures for orientation and on-going staff guidance before a judgement can be made referrent to the success of the current staffing plan. The strong, positively expressed values of having a high adult-child ratio directs attention to the question of how to effectively coordinate the work of the classroom personnel.

The orientation of all center personnel was referred to as a problem by a majority of those interviewed. For some, this was a highly emotional issue, provoking an unusual amount of anger and hostility. The conclusion to be drawn concerning orientation is that some restructuring of the current procedure is essential. Teachers reflected negative feelings pertaining to a) being required to attend orientation sessions, (b) the content of the orientation sessions, and (c) poor timing of orientation sessions coordinated with their on-going teaching schedules. Positive responses, considerably less in number, reflected a feeling that the orientation sessions were meaningful and contributed to the success of the summer's teaching experience.

In substance, the suggestions for change focus on the following:

- (1) Providing an opportunity for center personnel to participate as a group in planning for the summer program. The interview responses indicated that there was considerable confusion on the part of many members of the center staff concerning individual role and responsibility. This confusion led to misunderstandings and extensive loss of effectiveness and cooperation. In some cases, there was a gross lack of information

available to staff concerning the tools that would be provided and what the individual task was to be.

Plans need to be made for the center staff to gain appropriate understanding of their respective roles and to have an opportunity to jointly plan the execution of their jobs before the onset of the program.

Although the personnel were on the center premises for two days before the formal program began, these two days were utilized primarily for the setting up of the rooms and the enrollment of the children. It was reported that the staff had little opportunity to meet together for uninterrupted periods. It was further indicated that this group needed the guidance of an experienced educator to direct the effectiveness of preliminary planning meetings at the centers.

- (2) Providing an opportunity for group teachers to develop their skills and understandings beyond their present level. It seems desirable that some separation of experience level groups may be made in that part of the orientation program that deals with curriculum development in the classroom.
- (3) Providing center staff the physical time to benefit from the orientation program. All such programs ran concurrent with the regular end of the school year program. Teachers attended these sessions in the evenings, after a day's teaching and on Saturdays after a week's work. Many of them reflected on their exhaustion during this period, irrespective of content or appropriateness of the programs.

Family assistants participated in an orientation program after the onset of the summer's activities. This timing was referred to as extremely poor by those involved.

Relative to the problems of on-going guidance of center personnel, one of the biggest problems (in addition to inexperience) seems to have been the lack of time. Although the structure of the centers included a weekly after-school conference of professional personnel and some auxiliary staff, no plan was made to include the non-professional teaching staff. Teachers reported that they were unable to find time outside the teaching schedule to meet with their assistant teachers, aides and volunteers. Since the assistant teachers were part time employees, the only time their schedules overlapped was mid-day when the children were in attendance.

B. Facilities: Housing, Equipment and Supplies

The proposal for the facilities of the summer program relied heavily upon a cooperative relationship between the regular school personnel and the summer staff. In reality, there was a serious lack of articulation between the two programs.

Housing: Regular school administrative personnel were requested to allocate an assigned number of the most appropriate classrooms for use in the summer program. In those few cases where grade rooms were assigned instead of kindergarten rooms, the problems surrounding adequate space and equipment appeared serious.

Maintenance: ** In approximately one third of the centers in the sample population, maintenance problems that directly affected the educational programs were identified. Some neglect was noted in classroom maintenance, garbage disposal, maintenance of auxiliary rooms and of the outdoor play areas.

One head teacher reported that the building maintenance staff claimed to have no additional allocation for care of the building during the summer and therefore they could not fulfill their function in the building. The professional staff, in this case, contributed monies toward the purchase of cleaning materials.

Some investigation needs to be made relative to planning for and execution of this vital role. Future plans should take this problem into account and protect against its recurrence.

** In the design of the instruments, no data on maintenance was specifically requested. Due to the relevance of this procedure, some of the observers and professional staff elected to report problems in this area. However, our data is incomplete since it relied upon the awareness and concern of the evaluator to make notations.

Equipment:

The proposal for equipping the summer program comprised a plan by which school-year personnel were to make available the major portion of their basic equipment for use in the summer. This equipment was to include blocks and accessories, dramatic play materials, science materials, language art materials, manipulative materials, non-expendable arts and crafts materials, etc. The degree to which the regular teachers cooperated with this directive varied greatly. The trend was markedly toward the storing of equipment and materials vs. leaving them accessible for use. 44 of the 70 teachers were not in their regular school year classrooms and therefore had to contend with this limitation of basic materials. (See Table I). Of this group of 44, 25 were not in their home schools and thus did not have access to materials stored in their own rooms.

In the majority of centers, the block accessories, housekeeping, dramatic play, woodworking, science and language development materials were evaluated as less than adequate for the class group (see Table II). 14 of the centers in the sample population were unable to use any outdoor facilities at the school. Of the twenty remaining, only 8 were evaluated as adequate. Generally, public parks were not reported to be satisfactory alternatives.

It is not the task of this evaluation to begin to assess the many reasons why teachers chose to store the larger percentage of their basic classroom equipment rather than leave it available for the summer program. However, there is a recommendation here to begin to assess the practical results of such a plan in terms of the equipment available to the youngsters during the summer.

A variety of alternatives are available and should be explored. Suggestions from the teachers and head teachers followed a general trend of

TABLE II

HOUSING, EQUIPMENT & SUPPLIES *

General Equipment	Unavailable	Available	Adequate
Blocks and Construction	1	13	20
Block accessories	3	17	14
Housekeeping materials.....	0	19	15
Dramatic play materials.....	2	19	13
Water play materials.....	10	10	14
Manipulative materials.....	1	15	13
Woodworking materials.....	17	9	8
Science tools and materials....	13	15	6
Language development materials.	0	20	14
Games	3	16	15
Books	0	17	15
Puppets	7	15	12
Arts and Crafts materials.....	0	13	21
Music:			
Instruments.....	7	8	19
Phonograph	3	10	21
Piano	1	9	23
Outdoor equipment:			
Climbing	23	4	7
Construction	27	6	1
Sand box and tools...	27	4	3
Water play	28	5	1
Wheel toys	27	5	2
Balls, ropes, etc. ..	14	8	12
School Playground	14	12	8
Local Park	15	17	2

*Footnote: Data available for 34 schools of the 35 in the sample.

requesting that (a) there be time for cooperative planning between the two teachers using the same room, and (b) the summer teacher have the option of ordering materials and equipment that would most effectively add to the existing equipment available. In this way, both the summer and winter program would benefit from the additional expenditures.

Materials and Supplies:

Basic arts and crafts supplies plus some auxiliary materials in language arts, science, manipulative and dramatic play were on the master list of supplies and materials to be given to each center classroom. The problems surrounding this structure for supplying the summer classrooms focused in two areas:

(1) delivery date of listed items and (2) selections on the master list.

(1) The delivery date of supplies, especially in the arts and crafts area varied considerably. The trend most notable was late delivery, ranging from 2 to 8 weeks late. In an eight week program, this poses a serious obstacle to the teaching personnel for program development. In those centers where teachers were in their own classrooms (26 to 70), or even in their home schools (19 more of the 70) they were able to utilize the school year supplies to cover this interim period between onset of the program and arrival of supplies. (Table I)

(2) Selections on the master list evoked mixed responses. Two patterns of negative responses were identified: (a) the concept of duplication (b) professional disagreement concerning the quality of selections, especially the books.

(a) Duplication: The professionals working the centers expressed their convictions that the process of supplying the centers with materials was inefficient.

At one extreme was the concern for the duplications of mate-

rials available in the classroom; and also the duplication of materials given to each classroom in a given center, thereby making two to four sets of identical materials allocated to a center. As indicated above, the master list included books, puzzles, puppets and science materials as well as the expendable arts and crafts supplies. Teachers described situations wherein the puzzles, books and puppets were duplicates of those already available. They would have preferred to have the opportunity to plan ahead with the regular classroom teacher for ordering an expanded selection. In the opinion of the teachers, those classrooms where the group teacher would be working in her own classroom over the summer, the task seemed to lend itself to an easy accommodation to this recommendation.

In addition to this specified area of duplication, teachers reflected upon the waste of having several sets of identical books, science materials etc., given to a center. Since the book list was considered minimal, they felt that a center with four classes could have benefited from having four different sets of books delivered. This would have offered an opportunity for exchange and expanded selection of story reading experiences for the youngsters. Puzzles, puppets and other materials could also have been distributed in this manner.

- (b) Selections on the master list: There was a trend of negative reactions that described inappropriateness of book selection for the developmental and experiential needs of the partici-

pant children. Teachers commented that there was only one book that showed pictures of members of a minority group, and few books that could be used to expand the concepts being developed in the trips. Once again, the directive seems to be toward having the teaching staff at the centers participate in the selection of the materials to be used. As one teacher expressed it, "Only the classroom teacher REALLY knows what her children need."

Auxiliary professional services:

As illustrated in Table III, the availability of auxiliary services of the psychologist, social worker and psychiatrist were highly inconsistent. Although the medical staff fits within this category, no center reported any difficulty at all with this service. It was considered highly satisfactory. Consequently, further discussion in this area will be restricted to the three professional representatives identified above.

Of the 35 schools in the sample, 9 reported full service available and 7 reported no auxiliary service available. The detailed breakdown in partial service of the 19 remaining showed 9 had no psychologist, 7 had no social worker and 11 had no psychiatrist.

The reasons for this high variability in the offering of auxiliary professional services to the centers was not sought in this evaluational procedure. The center personnel reflected negative responses in relation to this inconsistent pattern. From the perspective of the evaluation team, this total area needs serious reconsideration for the future. Of the centers which had these services fully available, some utilized them fruitfully, and some barely utilized them at all. Some of these professionals were on call, but did not appear unless requested. In the judgment of the evaluators, the head

Summary of TABLE III

AVAILABILITY and EVALUATION of
AUXILIARY PROFESSIONAL PERSONNEL

FULL Auxiliary Service Available - 9 Schools NO " " " - 7 Schools			
Aux. Services Avail.	Psychologist	Social Worker	Psychiatrist
# of schools available	19	22	18
# of schools unavailable	16	13	17
Total	35	35	35

# Ratings			
Excellent	2	1	0
Good	8	7	2
Acceptable	5	6	6
Poor	1	3	3
Not used	1	2	2
Not rated	2	0	4
Not enough	0	3	1
Total	19	22	18

AVAILABILITY and EVALUATION of AUXILIARY PROFESSIONAL PERSONNEL

Aux. Prof. Personnel Availability & Rating	Psychologist		Social Worker		Psychiatrist	
	Availability	Evaluation	Avail.	Eval.	Avail.	Eval.
↓ School Code # ↓						
1	--	--	--	--	Upon request	OK
2	1 day/week	OK	--	--	--	--
3	--	--	--	--	--	--
4	1/2 day/alternate week	OK	1 day/wk.	Good	Upon request	Not used
5	Began 6th wk.	?	--	--	--	--
6	2 days/wk.	Good	1 day/wk.	Good	1 1/2 days/Summer	OK
7	--	--	1 day/wk.?	Poor	2x/Summer	Poor
8	Upon request	Not used	Upon req.	Not used	1 1/2 days/wk.	OK
9	--	--	1 day/wk.	OK	--	--
10	Upon request	OK	Upon req.	OK	--	--
11	--	--	--	--	3x/Summer	Poor
12	Avail.?	Good	Avail.?	Poor	Upon req.	Not used
13	--	--	--	--	--	--
14	--	--	--	--	--	--
15	2x/wk.	?	--	--	2x/Summer	?
16	1 day/wk.	Poor	Avail.?	Good	Avail.?	Good
17	Avail.?	OK	--	--	--	--
18	--	--	--	--	1 day/Summer	Needed more
19	1-2 days/wk.	Good	Avail.?	Good	Aug. only	?
20	Avail.?	Good	Avail.?	Poor	Avail.?	?
21	--	Good	1 day/wk	Good	Avail.?	Good
22	Avail.?	Good	Avail.?	Good	--	--
23	2 days/wk.	Good	1 day/wk.	Not enough	--	--
24	--	Good	1 day/wk.	Not enough	3x/Summer	OK
25	1 day/wk.	Excellent	--	--	--	--
26	2 days/wk.	Excellent	1 day/wk.	Exc.	--	--
27	--	--	1 day/wk.	OK	3x/Summer	OK
28	--	--	--	--	Upon req.	OK
29	2 days/wk.	Good	1 day/wk.	Not enough	2x/Summer	Poor
30	--	--	1 day/wk.	OK	--	--
31	--	--	--	--	--	--
32	--	--	--	--	--	--
33	2 days/wk.	OK	2 days/wk.	OK	--	--
34	--	--	1 day/wk.	OK	1 day/Summer	?
35	1 day/wk.	Good	1 day/wk.	Good	--	--

teachers frequently lacked the skill, initiative, security or organization to call on these services appropriately. Since few head teachers had previous experience in administration, it was difficult for them to understand how and when to direct the auxiliary personnel.

The social worker was the only professional link to the families. In a program such as this, which directs its attention to the concept of community-school cooperation in an educational endeavor, the lack of a qualified professional to fulfill this role in one third of the sample population appears to be a serious violation of the over-all program proposal.

Several centers reported that the professional personnel assigned to them on a regularly scheduled basis did not adhere to the schedule. The head teacher was frequently in the position of not knowing when they were coming to visit. There was also a feeling among the evaluating team that the qualitative judgments made by the head teacher did not reflect an honest appraisal of the summer's experience. Contradictions were picked up in the processing of the data leading to a suspicion that these head teachers were hesitant to make negative comments concerning the consultant services. In one instance, the head teacher reported that the social worker came one day a week, and the service was satisfactory. At a later point, she mentioned that she had not seen the social worker in three weeks and could not predict the next visit. In the estimate of this evaluating team any description of this service which is not stated in positive terms (good or excellent) indicates a poor level of cooperative participation between center and consultant.

If it is judged that the Child Development Centers need the auxiliary professional services, then some reorganization of the structure and administration of this part of the program is deemed essential. Consistent assignments should be made. Further, all professionals involved need an opportunity to work out the kind of role and responsibility pattern that will enhance the

educational programs for the children and the participant families.

Funding:

The Child Development Centers faced a serious problem as a result of late payments by the Board of Education. This tardiness in sending out monies affected the educational programs of the centers in two ways: (1) delays in undertaking the described parts of the program, and (2) demoralization of staff, and financial hardship for some personnel.

The monies allocated to the parent programs which were to be directed by the family assistants did not reach the centers until the fifth week of the eight week program. Family assistants understood that they were to make no expenditures until the money was received. After it was received, reportedly, they understood that they were to spend it all within the remaining two and one half weeks. Whether these directives were, in truth, given to the Centers is not as important as the fact that all Family Assistants interview so interpreted it. Staff at some centers, who were in a financial position to do so, paid in advance for many of the parent activities conducted in the early weeks on that assumption that the budgeted money would arrive. Other centers did not do this. One Head Teacher expressed it this way: "The tardy funding crippled our parent program".

Staff salaries were also made late enough to warrant a series of negative responses. On several occasions the members of the evaluating team were greeted at the centers with the question, "Did you bring our money?"

Some head teachers expressed the feeling that the demoralization accruing from this late payment of salaries could not help but affect the quality of teaching in the classrooms.

Lunch Program:

Two facets of the lunch program were discussed by the Center Personnel: (1) quality, selection and amount of food, and (2) scheduling of supervision.

(1) The responses regarding the quality, selection and amount of food generally fell at two extremes. Either the lunches were described as inappropriate for the population served, or they were an asset in exposing children to a more varied diet. Either the food was tasteless and unappetizing, or it was tasteful and the children enjoyed it. Either there was too much food which led to "shameful waste", or there was not enough for the children to have a "decent" portion.

On the few occasions where members of the evaluational team had the opportunity to observe the lunch program, the same divergent observations were reflected.

Under the circumstances, it would seem that this area needs to be explored more carefully for the future. It might be that centers serving different minority groups need different menus. Centers should have the opportunity to offer early feedback to the central agency supplying the food to allow for appropriate adjustments.

(2) The proposal called for the supervision of the lunch program by the assistant teachers and the aides. Where the assistants and aides were not adequately skilled with children, the teachers felt that this was poor planning. The lunch program was considered a vital part of the educational experience and therefore should have had a skilled professional participating in the activity with the children. Perhaps some flexibility in scheduling would be appropriate in the future, so that teachers who deem it necessary are able to participate in the lunch program. Some teachers reported that they did so, but others said they could not because of a shortage of food.

Enrollment and Attrition:

In a gross analysis, the enrollment of children in the centers does not reflect any serious problem. Table IV illustrates that 25 of the 35 centers in the sample were over-enrolled. 8 of the 10 remaining had a 90% or better enrollment. The two schools listed as 80% enrollment were ones that were over-enrolled as the program began. With the transfer of a group teacher to each center, the roster was increased by 30.

The attrition rate for all centers in the sample was low. Attendance patterns offered no major questions or concerns.

In a finer analysis, however, there appears some questions regarding enrollment that will ultimately demand explanation. The original proposal described a program to meet the needs of children who are scheduled to enter school for the first time in the fall of the year. Three of the centers show an enrollment of 50% or over of children who have had previous school experience. Twelve more schools have from 20-50% reregistered children.

Inquiry into this discrepancy revealed two kinds of explanations:

(1) lack of cooperation from the regular school staff left the summer staff with no list of candidates to seek for enrollment. They were dependent upon the publicity that brought parents to the centers. In some school areas, this publicity was reported to be non-existent as far as the activities of the local public school were concerned. Consequently, once the program had begun, they enrolled all children meeting age and financial standards whose parents requested entrance.

(2) A high number of private and public head start programs were reported to be in some areas, thereby creating competition for the potential enrollees. Once again, when the program began, the centers registered any child who was brought (meeting age and financial standards).

CHILD DEVELOPMENT CENTERS:
Enrollment, Attrition, Attendance, Availability of Volunteers and Population Served

Code # of School	Enrollment		Attrition of Drop- outs	Registered Children		Average Daily Attendance #/ Registra- tion	Assignment of Groups by Age	Volunteers Available in Center	Population Served
	Actual # Capacity	% of Capacity		% of Actual Enrollment	#				
1	70/60	117%	5	12%	9	52/70	Mixed	None	93% White 7% Puerto Rican
2	122/120	102%	10	20%	24	88/122	By age	None	49% Negro 40% P.R. 2% Other
3	125/120	104%	1	4%	6	100/125	Mixed	None	60% P.R. 39% Negro 1% Other
4	85/90*	94% **	15	7%	6	77/85	By age	4	70% Negro 30% P.R.
5	109/120	91%	8	10%	11	86/109	Mixed	4	95% P.R. 3% Negro 2% White
6	117/120	98%	4	10%	12	95/117	Mixed	6	99% Negro 1% White
7	101/90 X	112% **	10	22%	22	75/101	Mixed	None	100% Negro
8	151/150 *	115% **	6	26%	41	138/154	By age	5	70% Negro 29% P.R. 1% Other
9	122/120	102%	4	19%	24	108/122	By age	1 Part- time	90% Negro 10% P.R.
10	120/120	100%	6	3%	5	100/120	Mixed	None	50% Negro 50% P.R.
11	139/120	113%	5	D.N.A.	D.N.A.	115/139	Mixed	1	50% Negro 50% P.R.
12	75/60	112%	1	8%	6	70/75	Mixed	2 Part- time	100% Negro
13	129/120	107%	6	9%	12	103/129	Mixed	1	95% Negro 5% Other
14	134/120	112%	6	20%	24	100/134	Mixed	None	92% Negro 8% P.R.
15	131/120	110%	7	25%	32	106/131	Mixed	None	100% Negro

(continued next page)

TABLE IV (continued)

Code # of School	Enrollment		Attrition of Drop- outs	Registered Children		Average Daily Attendance #/Registra- tion	Assignment of Groups by Age	Volunteers Available in Center	Population Served
	Actual # Capacity	% of Capacity		% of Actual Enrollment	#				
16	72/90 *	80% **	2	—	0	60/72	Mixed	2	80% Negro 20% P.R.
17	72/90 *	80% **	20	5%	4	Poor-D.N.A.	Mixed	None	65% P.R.
18	131/120	109%	16	39%	52	125/131	Mixed	None	35% Negro 75% P.R.
192	120/120	100%	4	2%	3	95/120	Mixed	None	20% Negro 5% Other 75% White
20	110/120	91%	6	6%	7	80/110 Z	Mixed	9	20% Negro 5% P.R.
21	128/120	107%	8	90%	115	110/128	By age	None	95% Negro 5% Spanish
22	122/120	102%	10	25%	31	110/122	Mixed	3	60% P.R. 40% Negro
23	122/120	102%	5	—	0	105/122	Mixed	None	60% P.R. 40% Negro
24	144/120	122%	13	20%	28	128/144	Mixed	4	90% P.R. 8% Negro 2% Other
25	63/60	105%	0	9%	5	55/63	Mixed	2	58% Negro 40% P.R.
26	114/120	95%	0	25%	28	D.N.A.	Mixed	None	2% Other 50% Negro 50% P.R.
27	147/120	125%	6	10%	13	120/140	By age	1	80% Negro 20% P.R.
28	119/120	99%	3	50%	60	100/119	By age	None	45% Negro 10% Other
29	120/120	100%	10	50%	60	102/120	By age	1	100% Negro 75% P.R.
30	60/60	100%	2	30%	20	50/60	Mixed	6	15% Negro 10% Other 90% P.R.

(continued next page)

TABLE IV (continued)

Code #	Actual #	% of Capacity	Attrition of Drop-outs	Registered Children % of Actual Enrollment	Average Daily Attendance #/Registration	Assignment of Groups by Age	Volunteers Available in Center	Population Served	
School	Capacity	Capacity							
31	116/120	98%	3	10%	12	90/116	Mixed	None	60% P.R. 35% Negro 5% Other
32	126/120	105%	25	10%	13	84/126	Mixed	1	60% P.R. 38% Negro 2% Other
33	126/120	105%	3	45%	51	110/126	Mixed	5	50% P.R. 50% Negro
34	60/60	100%	5	25%	15	52/60	Mixed	None	100% Chinese
35	54/60	90%	3	10%	5	50/54	Mixed	2	90% P.R. 10% Negro

Key:

*: Capacity noted was increased by 30 after onset of program

**: % refers to current capacity figure

X: Capacity noted was decreased by 30 after onset of program

DNA: Data not available

Z: Reflects 1 special class closed 6th week.

In all instances, the centers reported that they respected the age requirements and the "poverty line". Six and seven year old children were reported attending only under the special recommendation of the local school personnel. They represented only a very small percentage. This late enrollment of children caused centers to violate the plan for structure of groups by age. (see Table IV).

Occasionally a teacher reflected the feeling that the center was not serving the "poverty" population as was intended. Since the evaluating team did not attempt to check the records, this evaluation can offer no information on this area. The following is quoted from an unsolicited letter sent to the coordinator of the evaluation by a volunteer. It is offered verbatim as a particularly sensitive reflection of feelings that have been expressed by others.

"There was some talk among the personnel that our children were "middle class" and others in the neighborhood perhaps needed Headstart more. There may have been other children who were not and could not be reached. But I wish to emphasize this: the children who did come did not, in the beginning, know a cow, a horse, or even that a carrot, which they knew and ate, was called a carrot. It was obvious they had not been read to. They were fearful of using paints and crayons (fear of getting dirty). Some were afraid of boarding bus. It was apparent to us all that whatever their economic condition, they were culturally deprived and many would be "lost" entering kindergarten in the fall without benefit of Headstart. Also, we had our share of fatherless and foster children and large families. Emotionally, they all seemed to need and responded to affection and the individual attention, that in a small class, they were able to get. Perhaps it might even be said that these children, the ones that came, the parents who sent them, have the best fighting chance in the long run, to fulfill the goals of Headstart. Your social workers may have to study those who didn't come and find out why and if they can be reached."

Petty Cash:

A series of critical comments were offered concerning the lack of allocation for petty cash to be used by the classroom teachers. Teachers felt that there was a flaw in the planning leaving them handicapped to

develop such curricular experiences as cooking, planting, etc.

Length of day:

There were requests for the consideration of a longer daily program in the future. Teachers felt that the children would benefit from an extended program and that they might be able to enroll more of the children in acute poverty circumstances. The teachers did not devalue the half day program. They expressed a feeling that there is a need for both kinds of programs in the Child Development Centers.

Overcrowded Buildings:

Some centers faced the problem of cooperating with concurrent programs functioning in the buildings. This critically curtailed the space available for the indoor and outdoor program of the Child Development Center.

Provision of buses for weekly trips:

Each center was provided with a bus each week for children's educational trips. All centers in the sample population reported successful execution of the bus schedules. There was no questioning of this general plan for offering regular bus trips to the youngsters as a vital part of their educational experience. There were concerns expressed relative to the possible variations in the structure of this procedure.

Some centers reported that the bus trips were initiated too soon. The children were not yet ready to venture beyond the school and immediate neighborhoods. Others reported that there was not enough opportunity to select appropriate trips for the individual class groups.

The general reaction, however, was that these trips were one of the most meaningful parts of the program. In lieu of the negative reactions that

appeared intermittently, it would seem that the resolution of these problems rests with the professional staff at each center. It appears that some centers related to this part of the program in a rote and unimaginative manner. The bus was scheduled; one of the places was selected arbitrarily from the list; and the morning class went to this destination, followed immediately by the afternoon class. The Board of Education provided the buses and contributed a list of potential trips within a reasonable traveling distance of the center. The professional personnel in those centers that offered complaints on this procedure failed to exercise their professional prerogative in making optimum use of the facility offered.

Section III

Evaluation of the Educational Programs For The Children

There are two sources of data related to the evaluation of the educational programs: (1) the content of the interviews with the professional teaching staff, and (2) the data from the observations of the members of the evaluating team in the 70 classrooms of the sample population.

It is appropriate to review the educational goals of the summer program as described in the project proposal.

... the program will be flexibly organized to make optimum use of opportunities for such activities as discussions, rhythms, games and trips, stories and other language experiences. (p 2)

Activities will be planned to foster the development of a better self-image through encouraging self-confidence and creative expression in an environment conducive to child growth and development.

Methods and experiences developing relationships between the child and his immediate environment, the formulation of ideas, concepts and vocabulary will be stressed in this program.

Language experiences will permeate the total environment. (p 3)

Teachers' Perceptions of Educational Accomplishments:

Table V offers a quantitative analysis of the positive results of the summer classroom programs as reported by the teachers. These responses were taken directly from the final interviews which included the following two questions:

1. How do you feel about what you have accomplished with the children this summer? and
2. How do you feel about these accomplishments as compared to your school year program?

Over half of the group teachers specifically identified increased verbal skills for the children as one of the main accomplishments. They reported that they had seen growth in verbal communication skills of the children --much more than anticipated for the eight week period. Teachers cited increase in vocabulary, expression of feelings and ideas, and in general peer group conversation. This growth was correlated to the relaxed program that allowed children to move freely playing, working and socializing accompanied by the high adult-child ratio which offered the children an opportunity to converse with adults on a sustained basis.

The next most frequently cited area of growth dealt with the socialization within a group context. Teachers felt strongly that the majority of the children had developed many of the basic skills for group functioning. They had learned the meaning of taking turns, verbalizing their requests v.s. expressing them physically, establishing reciprocal relationships with their peers, and increasing awareness of the responsibilities of group membership. Teachers described the children as socially withdrawn and timid in the school setting at the onset of the program. All but a few teachers felt that the children had made unusual strides in developing a comfortableness in the classroom and group during the eight week session. Teachers who did not feel

TABLE # 5

Educational Accomplishments of Summer Program and Major Reasons for
These Accomplishments, as perceived by the Professional Teaching Staff.

Accomplishments for the Children	# of respondents
1. Increased verbal skills, vocabulary ideas, self-expression	36
2. Improved social skills, interaction with peer groups, taking turns, group awareness and involvement	30
3. Expansion of knowledge and development of concepts	20
4. View school as a happy place to come to and stay	19
5. Increased ability to respond to adult direction and cooperatively participate in school routines	15
6. Increased skills with school tools and materials	13
7. Greater spontaneity, greater initiative	12
8. Greater sense of self: feeling of importance and belonging	9
9. Improved listening skills	7
Other: Exposure to new foods; manners	

Contributing factors:

1. Small classes coupled with high adult-child ratio	38
2. Quality, interest and dedication of teachers (Head Teacher responses)	22
3. Trip program	22
4. Flexible program free of formal school expecta-	

Table #5 (Cont'd)

<u>Accomplishments</u>	<u># of respondents</u>
tions and rigid supervision	20
5. Active parent involvement in center activities	10
6. Auxiliary services; psychological, social worker and medical	8

Other: Working in "home" school; professional
planning and evaluation meetings (staff meetings,
cluster meetings, etc.) equipment.

that the group as a whole had made a noticeable growth in socialization did express the feeling that individual children had responded very well to the educational experiences, i.e. "I have reached some of the children in the group."

Again, the teachers related these accomplishments to the flexible program and the high adult-child ratio. The feeling was expressed that this program could succeed because there was not the formal school curricular expectation imposed upon them. They were free to develop the activities of the youngsters without concern for a predetermined set of tests to be given, and an established syllabus to follow. Teachers reported that they felt much more relaxed in working with the youngsters during the summer than during the school year. Within this relaxed framework, adults had the opportunity to get to know each child as an individual with a unique set of needs and responses. Teachers felt that they were able to begin to help each child mature comfortably along healthy lines, offering acceptance, understanding and guidance as needed. They were also able to offer intellectual stimulation to the individual children appropriately in terms of both time and content. The children were reported to gain a feeling of being important in this kind of program, and as a result, their self-image improved. They were able to exercise more initiative and respond more freely to the variety of stimulæ.

In addition to increased social skills and language development, the staff felt that the trip program offered a great deal of content and stimulation to the children. They related incidents of children's reactions to these expanded experiences that were charming and well illustrated the impact upon them.

The sum total of this educational experience for the children was the

discovery that school was a happy place in which to come and to participate. The rooms offered a variety of interesting materials, suitable to their developmental abilities. It also offered playmates of the same age and lots of adults with whom to talk and from whom to get help. In the eyes of the professional staff, this summer's program was worthwhile and accomplished much of its intended goals for the youngsters.

Evaluators' Perceptions of the Educational Accomplishments:

The findings which follow are based upon the observational instruments described in Chapter II.

The most outstanding positive evaluation expressed by the team was that the Child Development Centers offered the youngsters a "nice place to play." The rooms were designed, organized, furnished, equipped and staffed for the children. The daily program was structured for the youngsters. In addition, there was sufficient, but not excessive, number of children of the same age with whom they could interact at any of several acceptable social levels, and within a variety of interest areas. The general conclusion was that these classrooms, with few exceptions, fostered the growth of the participant children. The extent to which growth was enhanced and learnings were expanded is the major consideration.

The most important factors relating to the quality of classroom teaching have already been identified in Sections I and II of this chapter. The process of selecting teachers, licensed by the Board of Education led to the employment of many having no experience or limited experience with the age group specified for participation in the summer program. Additionally, this process failed to eliminate those teachers who were apparently unsuited to teaching this age group. Table VI illustrates that 8-9 teachers (approximately 1/7 of the sample) evidenced that quality of harshness and rejecting

behavior with children that is below the acceptable level. For the 240-270 children in these classrooms, the experiences with the authority figure of the school (i.e. the lead teacher in the classroom) must be described as less than positive. The extent of the negative quality of the experience depends primarily upon the individual child... to what degree he became emotionally involved with the authority figure, and to what degree he related to the content, materials and/or the peer group. It can be further stated that in these classrooms which offered poor quality authority figures, the teacher's intellectual stimulation provoked minimal response from the children. There was little observed in these situations that would achieve the goals of Headstart as proposed. Children in these groups generally responded to the total curriculum either passively or with hyper-activity that was destructive in nature.

The majority of group situations which offered the children the opportunity to relate to kindly, interested and supportive adults varied considerably in the quality of intellectual stimulation provided. One third of the group teachers were rated above average within this category of intellectual stimulation: one third were considered average, and one third below average. The reactions from the observation team were stated as follows:

Some well intentioned teachers did not have the creativity, know-how or direction to change usual methods. Though they gave lip service to the program aims, they did not know how to implement them.

Teachers continually missed teaching opportunities during the free play period. They did not appear to know how to develop the learnings that were being initiated by the children. Yet they were aware of the need to extend the understandings of the youngsters, as demonstrated in the teacher planned group time. They missed those moments when the children were interested and involved, and then attempted to create interest and involvement later on in the total group.

TABLE VI

GENERAL SUMMARY: TEACHING BEHAVIOR

Harsh				Kindly			
1	2	3	4	5			
x	x	x x	x	x x x	x	x	x x
	x	x x	x	x x x	x	x	x x
	x	x x	x	x x x			x x
	x	x x	x	x x x			x x
	x	x x	x	x x x			x x
	x	x x	x	x x x			x x
	x			x x x			
	x			x x x			
				x x			

Highly Stimulating				Dull			
1	2	3	4	5			
x	x x	x x x	x	x x	x	x	x x
x	x x	x x x	x	x x	x	x	x x
x	x x	x x x	x	x x			
x	x x	x x x	x	x x			
x	x x	x x x	x	x x			
x	x	x x x	x	x x			
		x		x x			
				x			

Highly Verbal				Minimal			
1	2	3	4	5			
x	x x	x x x	x	x x			
x x	x x	x x x	x	x	x		x
x x	x x	x x x	x	x			
x x	x x	x x x	x	x			
x x	x x	x x x	x	x			
	x x	x x x	x	x			
	x x	x x x					
	x x	x					

Supportive				Rejecting			
1	2	3	4	5			
x	x x	x x x	x	x			x
x	x x	x x x	x	x			
x x	x x	x x x	x	x			
x x	x x	x x x	x	x			
x x	x x	x x x	x	x			
x x	x	x x x					
x x		x x x					
x x		x x					
x x							

Teachers rated above average took advantage of many opportunities to talk with the children about what they were doing. But it was noted that these teachers rarely encouraged the individuals to identify and resolve the multitude of "simple" (v.s. complex) problems that they were meeting relative to the on-going activity. The usual method involved the teacher directing the resolution of a problem by dictate: "Put that block over here and the building won't fall down." "Turn the (puzzle) piece around and it will fit." "Pound the clay to get it flat". By observation the teacher usually initiated the identification of the problem and handed the child a quick solution.

In essence, observers found the teachers lacking in the skills of fostering the experimental approach to problem resolution in the use of materials. They continually communicated to the children their personal interest but failed to adequately stimulate and guide their inquiry and discovery of facts and concepts.

Observers found the teachers rarely tried to deal with content areas during the free play period. The content check sheet calling for a numerical count of the responses of the teacher in any content area, (see appendix) average 7-10 checks in a forty-five minute free activity period. Teachers who utilized this period to develop relationships with individual children, focused their attention on general conversation rather on the details of the specific activity with which the child was involved. The children were told, in many little ways, that the teacher was interested in them, aware of them, and enjoyed them... the children were important people. Toward the goal of improving the child's self-concept, this kind of teacher behavior was well directed. Toward the goal of expanding a child's understanding, "ability to think and reason" to solve problems, this behavior was insufficient, at times destructive.

The high percentage of kindly, supportive teachers was also reflected

in the observers rating of the behavior of the children illustrated on Table VII. In over half of the classrooms, the observers perceived the children viewing the authority figure as one that is helpful and supportive. Similarly, the children appeared to be relaxed and cooperative in relation to the routines, that were most often teacher directed. In establishing a comfortableness for the children in the school setting, which is an orderly structure bounded by routines, a little over half of the class groups observed can be considered successful. Almost one third were rated unsuccessful in achieving this goal. That category which rates the children as obedient in relationship to a teacher-directed routine is considered by the evaluating team as less than adequate achievement relative to this identified goal. Children who are obedient, but not cooperative and relaxed in such routines as clean-up, snack periods, etc., cannot be described as comfortable in this part of the school structure. They may conform as a result of fear of the authority, or as a result of confusion concerning what is to be done. In either case, they are not comfortable with what should be a familiar routine after six weeks (second observational visits scheduled sixth, seventh and eighth weeks).

Teachers demonstrated divergent patterns of guidance in the varying parts of the program. During the free play period, their behavior ranged from no involvement except the execution of the required authority role, to active socialization with individuals and small groups. Occasionally they were observed reading stories to small groups or individuals. The essential goal of this teaching pattern appeared to be the offering to children the freedom to explore materials and ideas without adult intervention.

During the routine periods, the teacher behavior ranged from kindly but firm ordering of children to a rigid, controlling and frequently punitive

TABLE VII

CHILDREN'S BEHAVIOR IN THE CLASSROOM

CHILDREN'S REACTION TO AUTHORITY FIGURE (GROUP TEACHER) AS:		
Quality		Total
Supportive and Helpful	x x	40
Helpful but NOT Supportive	x x x x x x x x x x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ x x	21 $\frac{1}{2}$
Indifferent	x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x $\left(\frac{1}{2}\right)$	4
Rejecting	x x $\left(\frac{1}{2}\right)$	2 $\frac{1}{2}$

CHILDREN'S REACTION TO ROUTINES (CLEANUP, JUICE, TOILETING PERIODS):		
Quality		Total
Self directed, and Relaxed	x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$	10 $\frac{1}{2}$
Teacher directed: Relaxed and Cooperative	x x x $\left(\frac{1}{2}\right)$ x x x $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ x x $\left(\frac{1}{2}\right)$ x x x x x x x $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x	34 $\frac{1}{2}$
Teacher directed: Obedient	$\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x x x	16 $\frac{1}{2}$
Teacher directed: Resistant	x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x $\left(\frac{1}{2}\right)$ $\left(\frac{1}{2}\right)$ x $\left(\frac{1}{2}\right)$	6 $\frac{1}{2}$

NOTE: $\frac{1}{2}$ refers to those classrooms where children showed evidence of mixed reactions to given quality.

approach. Some teachers who were successful in establishing a warm, supportive relationship with children during the free play period were not able to maintain this quality of relationship in the more structured periods.

During the teacher-directed group activity period, the teachers generally evidenced divergent patterns, but in sequence: (i.e. one teacher demonstrated two distinct approaches within the context of this one period). They were strongly authoritarian in structuring the activity -seating children in group and calling for their attention- and then they tended to be warm and responsive in attempting to guide the learning of the children relative to the selected stimulus. This pattern of attempting to create an exciting learning experience for the total group at a prescribed time in the daily program offered a number of problems for both children and teacher. The structure of small class groups with a high-adult child ratio was intended to provide the teachers and children with an opportunity to develop learnings in small interest groups on a flexible schedule. Teachers appeared to be reluctant to relinquish the pattern of formal learning period in the daily schedule. The small percentage of teachers rated as above average in that quality of "intellectually stimulating behavior reflects the inadequacy of the teaching procedures as developed. (Table VI).

Relative to the educational goals, the centers' greatest success was fostering the feeling of comfortableness in the school setting. The most poorly achieved goal was that of developing the children's ability to think and reason.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In summary, the members of the evaluation team concur in the belief that the educational programs of the Child Development Centers offered a set

of experiences to the large majority of participant children that ranged from adequate to good in terms of the goals of the program.

The differential was great between the actual quality of stimulation and guidance by the teachers and the potential quality. Experienced teachers, accustomed to working alone with large groups of children, found it difficult to modify their teaching behavior in order to take optimum advantage of the small class groups and the high adult-child ratio. Inexperienced teachers had difficulty in developing their skills appropriately within the eight week program.

The multitude of problems existant relative to the design and administration of the program by the Board of Education impeded the development of the educational program, but did not cripple it.

The directives for the future relate to two general patterns of problems:

- a) Those problems that resulted from the time limitation placed on the Board of Education, requiring that it design, execute and administer this program within a few months:
 - 1) rapid selection of teachers without refinement in selection procedures or time for appropriate recruitment,
 - 2) rapid structuring of procedures for equipping and supplying classrooms leading to the variety of limitations in curricular materials as described in Chapter III,
 - 3) rapid structuring of a professional auxiliary service program resulting in extensive inconsistency and poor execution of roles
- b) Those problems that resulted from the administration of this program by a large, complex organization which, in terms of this short program, is handicapped by its size and complexity and-prohibits rapid execution of a variety of functions.

This slow processing resulted in:

- 1) Late delivery of supplies and materials
- 2) Slow replacement of personnel (especially secretarial)

- 3) Late payment of salaries and disbursement of funds
- 4) Poor articulation between structures operating under the auspices of the Board of Education, i.e. between the regular school staff and the Center staff,
- 5) Inability to respond rapidly to feedback and to make appropriate adjustments within the eight week period.

Based upon the findings of this evaluation, there are strong directives for change in the future. Within the context of preparation for the summer's activities,

- 1) the process of selection and orientation of personnel,
- 2) cooperative planning for housing, equipping and supplying the classrooms,
- 3) articulation between regular school personnel and the recruitment staff for the summer program,
- 4) provision for more effective on-going guidance of teaching staff, and
- 5) more effective utilization of auxiliary professional staff, are

clearly identified areas for refinement. This preparation period appears to demand considerably more time than has been allocated in the past. Cooperative relationships based upon a clear understanding of role and responsibility, and a mutual agreement of the importance of this specific program are a must.

These types of relationships are not built in a short, intensive and, essentially, impersonal orientation program! Nor are they built through written directives passed down through the hierarchical structure.

Within the realities of the size of the undertaking, it appears that little can be done in the way of further refinement of staff selection procedures. This lack, though, might be balanced by a more effectively designed orientation program that brought center staff together to plan for the summer program under the guidance of a specialist in the field of early childhood education. It would be highly desirable if this same professional could continue to supervise and guide the group or cluster groups throughout the summer, thereby eliminating the waste of time involved in having a center staff build a re-

lationship with two specialists, one for orientation and one for on-going supervision.

A further check on the accepted limitations of selection procedures could be offered by this type of orientation program. The professional leadership in these orientation groups would have an opportunity to identify those staff members who demonstrate a lack of suitability to the assigned role and replace them before the onset of the program. Further, those center groups which contain individuals who are unable, for a variety of reasons, to establish a cooperative working relationship could be reorganized.

Within the context of the administration of this program by a very large and existing educational structure, the challenges seem more difficult to resolve. It would appear that the Board of Education needs to find ways to expedite the slow processes that have so impeded this summer's program. A large organization responds slowly to the identified problems. An eight week summer program cannot survive and achieve its goal within this large structure unless provision is made for rapid response to feedback.

CORRECTIVE READING IN NON-PUBLIC SCHOOLS

Research Director:

Dr. Sydney Schwartz, Group Leader, Heat Start, Teachers College,
Columbia University

Research Staff:

Mrs. Charlotte Brody, Director of Lower School Project, Little Red
Schoolhouse

Mrs. Clare Lawrence, Director of Grant Day Care Center, Manhattanville
Community Centers

Mrs. Florence Lieberman, Doctoral Candidate, Columbia University,
School of Social Work; Social Worker, New York
City; Consultant, Mend- East Harlem Poverty
Project

Dr. Bernice Mc Claren, Assistant Professor of Education, Southern
Illinois University

Mrs. Selma Sapir, Doctoral Candidate at Teachers College, Columbia
University, School Psychologist, Scarsdale Public
School

Mrs. Glenda Schusterman, Doctoral Candidate in Sociology, Columbia
University; Instructor in Sociology, Adelphi
College

Mrs. Marguerette Ward, Director of Manhattanville Community Centers,
Inc.

Number of school _____

Date _____

Evaluator _____

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

Pre-School Child Development Centers

SCHOOL DATA SHEET II

Number of School _____

School Location _____

Average Daily Attendance _____

Comments _____

Number of Dropouts _____

Comments _____

Psychologist available? Yes _____ No _____ If yes, days per week _____

Comments _____ Days per week _____

Social worker available? Yes _____ No _____ If yes, days per week _____

Comments _____

SCHOOL DATA SHEET II (continued)

Psychiatrist available? Yes _____ No _____ If yes, days per week _____

Comments _____

Medical Staff: Title Days per week

- 1.
- 2.
- 3.

Comments _____

Outside medical services (dental, health, etc.): Give name of agencies _____

Comments _____

Description of community served (families). Please be specific. _____

Center for Urban Education
Title I Evaluation
Pre-School Child Development Centers

No. of School _____
Date of Visit _____
Evaluator _____

% of children who have attended school before _____

"Questionnaire for Assistant Teachers"

As active participants of the Head Start program we value your comments. We are interested in your appraisal of the Head Start program, in the following areas:

1. What do you see as the most crucial needs of the children in your group this summer?

2. In what ways did your class program meet these needs?

3. In your estimation, in terms of the children, what is your feeling about the best part of this program? Comments _____

Similarly, what is your feeling about the poorest part of this program? Comments.

number of school _____

date _____

Evaluator _____

4. How do you feel about your supervision? _____

School No. _____ Date of Visit _____ Evaluator _____

INTERVIEW GUIDE

Family Worker:

1. How do you feel about the Head Start program in terms of meeting the needs of this community? Does it, and how?
2. In your opinion, how do you think the general community looks at Head Start programs? Are they aware of them, understand them, appreciate them?

Note to Evaluator:- Commit these questions to memory and use a small pad to take notes. Do not use the packet when interviewing family worker.

Center for Urban Education
Educational Practices Division
Title I Evaluations
Pre-School Child Dev. Centers

number of school _____
date _____
evaluator _____

Second Section

"Head Teacher"

1. What do you see has contributed most to the success of this summer's program, in terms of offering a good educational experience to the children?

Comments: _____

2. What do you see has interfered the most in setting up good educational experiences? i.e. Biggest problem?

Comments _____

School No. _____ Date of Visit _____ Evaluator _____

SECOND SECTION

TEACHER _____

1. How do you feel about what you have accomplished with the children this summer?

COMMENTS _____

2. How do you feel about this program accomplished with the children this summer compared to your school year teaching program?

COMMENTS: _____

Number of school _____
Date of visit _____
Evaluator _____

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Educational Practices Division
Title I Evaluations

PRE-SCHOOL CHILD DEVELOPMENT CENTERS

CONTENT OF CURRICULUM AS INDICATED BY TEACHER BEHAVIOR

Instructions: check frequency of teacher responses in any/all areas:

- A. Science: 1. Physical Science. (a) facts _____
(b) concepts _____
2. Natural Science. (a) facts _____
(b) concepts _____
- B. Mathematics: 1. Counting _____
2. Size relationships & comparisons _____
3. Quantities (bulk) & comparison _____
- C. Communication Skills:
1. Classification (check content area also) _____
 2. Auditory discrimination _____
 3. Visual discrimination _____
 4. Vocabulary expansion:
Names of common objects _____
Descriptive words _____
Concepts _____
 5. Sentence structure _____
 6. Listening skills _____
- D. Social Science:
1. Expansion in factual knowledge of community & cultural patterns _____
 2. Comparative cultural values _____
- E. Manners: _____
- F. Physical Education & Health _____

CHILDREN'S BEHAVIOR

No. of School_____

Date of Visit_____

Evaluator_____

A. FREE PLAY:

Child - child: play pattern: parallel_____cooperative_____

group awareness_____

communication: verbal_____

non-verbal_____

mobility_____

comments_____

Child-materials: involvement and completion,

self-selection and appropriateness, conventional usage

destructive_____constructive_____

comments_____

Child- authority: supportive and helpful_____

helpful and not supportive_____

indifferent_____

rejecting_____

comments_____

B. ROUTINES:

self-directed and relaxed_____

teacher-directed but relaxed and cooperative_____

teacher-directed, obedient_____

teacher-directed, resistant_____

comment; _____

C. GROUP ACTIVITY:

cooperative and involved_____

cooperative but not involved_____

resistant_____

teacher-directed_____ emergent_____

comments _____

TEACHER PROFILE

Program context:
(i.e. free play, routines, group activity) 1 Min. 1 Min. 1 Min. 1 Min. 1 Min. 1 Min.

I. INSTRUCTIONAL MOVES

1. Demonstration:

a. Model to copy _____

b. Model for child's elaboration _____

c. Illustrative _____

2. Collaboration:

a. Teacher directed and controlled _____

b. Teacher assisted and encouraged _____

3. Verbal:

a. Reading _____

b. Introductory _____

c. Non-transactional _____

d. Transactional _____

II. BEHAVIORAL MOVES

4. Dealing with Feelings:

a. Positive _____

b. Neutral _____

c. Negative _____

5. Controlling Behavior

a. Positive _____

b. Neutral _____

c. Negative _____

6. Arrangements (Children, materials, transition)

III. NON-INSTRUCTIONAL MOVES

7. Teacher Activity

8. Passive behavior:

a. Observing _____

b. Uninvolved _____

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y. 10036

Division of Educational Practices
Title I Evaluations

General Summary: Teacher Behavior

HarshKindly
1 2 3 4 5

Highly stimulatingDull
1 2 3 4 5

Highly verbal Minimal
1 2 3 4 5

Supportive.....Rejecting
1 2 3 4 5

Date _____ School _____

Teacher _____

Observer _____

CENTER FOR URBAN EDUCATION
33 West 42 Street, NYC

July 12, 1966

Division of Educational Practices
Title I Evaluations

PRE-SCHOOL CHILD DEVELOPMENT CENTERS (HEADSTART)

Dr. Sydney L. Schwartz, Project Coordinator

SCHOOL DATA SHEET

Evaluator _____

Date _____

NUMBER OF SCHOOL _____

Location: Street _____

Borough _____

Enrollment capacity: _____

% of capacity filled _____

Groups:

	AGE	SIZE OF CLASS	NO. OF BOYS	NO. OF GIRLS
A.M.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
P.M.	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Ethnic composition of the enrolled population: _____

Number of Drop Outs: _____

Average Daily Attendance _____

CENTER FOR URBAN EDUCATION
33 West 42/ New York 10036

Division of Educational Practices
Title I Evaluations

Pre-School Child Development Centers (HEADSTART)

SCHOOL KEY

Evaluator _____

Date _____

School Number _____

Address: Street _____

Boro _____

Name of Head Teacher _____

Group No. 1 Teacher _____

Assistant
Teacher _____

Volunteer _____

Group No. 2 Teacher _____

Assistant
Teacher _____

Aide _____

Volunteer _____

DO NOT FILL IN

Code #/ _____

THIS SECTION TO BE
FILLED OUT BY COORDINATOR

STAFF DATA SHEET

No. of School: _____ Evaluator: _____

Date: _____

No. of Tchrs: _____ No. of Asst. Tchrs. _____ No. of Aides _____

Volunteers _____

HEAD TEACHER: Male: _____ Female _____

NYC License: ECE _____ Common Branches _____

No. Yrs. Experience with PK and K: _____

No. Yrs. Experience Elem. Grades: _____

NYC HEADSTART Experience: Summer '65 _____

Schl. Yr. '65-6 _____

Other HEADSTART experience: _____

Regular school assign: No. of School _____

Location: Street & Boro _____

(Area) _____

Grade assign: _____

Resident area: (Identify by common name & boro:
(i.e., Prospect Park, Bklyn.)

GROUP NO. 1

Group Teacher Male: _____ Female _____

NYC License: ECE _____ Common Branches _____

No. Yrs. Experience with PK and K: _____

No. Yrs. Experience, Elem. Grades: _____

NYC HEADSTART Experience: Summer '65 _____

Schl. Yr. '65-6 _____

STAFF DATA SHEET (cont'd)

Other HEADSTART Experience: _____

Regular school assign: _____ No. of School _____

Location: Street & Boro.
(area) _____Grade assign.: _____
_____Resident area: (Identify by common name & boro: (i.e., Prospect
Park, Bklyn.)
_____Assistant Teacher:

Educational background: (name of high schl) _____

Name of College _____

No. of Yrs. Completed _____

Major _____

Experience with Children _____

Male _____ Female _____

Resident Area _____

Aide:

Male _____ Female _____

Resident Area: _____

Highest educational attainment _____

Volunteer:

Male _____ Female _____

Previous HEADSTART experience _____

Volunteer from agency: (If so, state name of agency) _____

Resident Area: _____

To Be Filled in On Final Visit:

Attendance Record of Staff: _____

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

100

STAFF DATA SHEET

GROUP NO. 2

Group Teacher

Male _____ Female _____

NYC License: ECE _____ Common Branches _____

No. Yrs. Experience with PK and K: _____

No. Yrs. Experience, Elem. Grades: _____

NYC HEADSTART Experience: Summer '65 _____

Schl. Yrs. '65-6 _____

Other HEADSTART Experience: _____

Regular school assign: No. of School _____

Location: Street & Boro. (area)

Grade assign: _____

Resident area: (Identify by common name & boro: (i.e., Prospect
Park, Bklyn.)Assistant Teacher:

Educational background: (name of High Schl) _____

Name of College _____

No. of Yrs. Completed _____

Major _____

Experience with Children _____

Male _____ Female _____ Resident Area _____

Aide:

Male _____ Female _____

Resident Area: _____

Highest educational attainment _____

July 12, 1966

STAFF DATA SHEET (cont'd)

Volunteer: Male _____ Female _____

Previous HEADSTART experience _____

Volunteer from agency (If so, name of agency) _____

Resident Area _____

To be Filled in On Final Visit:

Attendance Record of Staff: _____

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

2. The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

3. The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

4. The fourth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

5. The fifth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

6. The sixth part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

7. The seventh part of the paper is devoted to a discussion of the general principles of the theory of the structure of the human brain.

HOUSING AND EQUIPMENT

Indoors: School rooms Utilized:

No. of kindergartens: _____

No. of grades _____

Comments: (space problems, if any) _____

<u>General Equipment</u>	<u>Available</u>	<u>Adequate</u>
Blocks and Construction	_____	_____
Block accessories	_____	_____
Housekeeping materials	_____	_____
Dramatic play materials	_____	_____
Water Play Materials	_____	_____
Manipulative materials	_____	_____
Woodworking Materials	_____	_____
Science tools and materials	_____	_____
Language development materials	_____	_____
Games _____		
Books _____		
Puppets _____		
Arts and Crafts materials	_____	_____
Music:		
Instruments _____	_____	_____
Phonograph _____		
Piano _____		
Other _____	_____	_____

On Convenience
 NOTE: Comments of toilet facilities and sinks:

<u>Outdoor: Equipment:</u>	<u>Available</u>	<u>Adequate</u>
Climbing	_____	_____
Construction	_____	_____
Sand box and tools	_____	_____
Water Play	_____	_____
Wheel toys	_____	_____
Balls, ropes, etc.	_____	_____
Other	_____	_____

General brief description of outdoor area: accessibility to classrooms,
 shaded areas (if any) _____

Alternative: Use of local park: (distance from school) _____
 Name of park _____



INTERVIEW GUIDE

TEACHERS AND HEAD TEACHERS

Initial Interview:

1. What do you hope to accomplish with the children in the Summer Program?

2. How will you do this?



3. What obstacles are there likely to be in the way of accomplishing your goals?

4. If these obstacles do arise, what do you think you will do?

CENTER FOR URBAN EDUCATION
33 West 42 Street, NYC

Division of Educational Practices
Title I Evaluation

PRE-SCHOOL CHILD DEVELOPMENT CENTERS

Definition of Categories (for Evaluator)

I. Instructional Moves

1. Demonstration

- 1a) Model to copy: Teacher shows children an example of object, motion or verbal expression with stated or implied direction to duplicate or imitate: might include step by step instructions accompanied by illustration:

ex. (1) sample basket (teacher made) shown to children to copy.

(2) teacher shows children how to write name by doing so first.

(3) teacher shows children how to skip and then watches them try.

Distinguished from collaborative effort by teacher's act of non-participation in children's attempt to imitate, duplicate and/or copy.

- 1b) Model for children's elaboration: teacher introduces procedures, actions, illustrations of an idea or concept with opportunity for children to pursue individual exploration and experimentation: accompanied by direct or implied suggestion that the children try it for themselves - with adequate provision of materials.

ex. (1) introduction of magnet and how it works; children directed to explore further

(2) introduction of the concept of buoyancy with examples; children directed to explore further

Distinguished from (1a) in that children are encouraged to expand the concept through additional exploration rather than repetition of identical experience with identical tools.

- 1c) Illustrative: teacher shows the objective representation of a verbal statement

ex. (1) "A ball is round", teacher holds up ball.

(2) Colors: "This is red", red paper, etc.

(3) Animal sounds.



2. Collaboration:

- a) Teacher directed and controlled: teacher is decision maker and teacher and child work together on one object of action, with teacher determining the direction of activity and sequence of actions.
 - ex. (1) Distribution of napkins: teacher and child work together while teacher explains, shows, or directs the placement of each napkin.
 - (2) puzzle: teacher and child assembling puzzle: teacher puts some pieces in and directs placement of others.
 - (3) woodworking: teacher and child work together; involved teacher instructs or demonstrates steps in the process.
- b) Teacher assisted and encouraged: child is decision maker; teacher and child work together on one object or action, with teacher aiding process by appropriate questions and suggestions to identify the problems and solutions; offering praise and encouragement to continue.
 - ex. (1) Distribution of napkins: teacher helps child decide appropriate number and placement.
 - (2) puzzle: teacher helps child; taking turns putting pieces in; directing attention to appropriate clues of shape and color for successful placement; praise.
 - (3) woodworking: child determines process as teacher offers physical assistance; teacher raises questions; give suggestions to aid; praise.

3. Verbal

- a. Reading: reading verbatim of any written matter; stories, directions, labels.
- b. Introductory: verbal techniques used by teacher to focus children's attention upon and to interest children in a group learning experience.
ex: recalling experiences to date, questions to children, summaries.
- c. Non-transactional: giving information, ideas, explanations, or relating stories to children without request for or relative to children's responses.
- d. Transactional: evolving discussions, explanations, stories combining the efforts of teachers and children as participants.



II. Behavioral Moves4. Dealing with feelings

- a. Positive: teacher comments, remarks, utterances that serve to aid child's feeling of acceptance, belonging, adequacy: not specifically directed to change in behavior.
 - ex. (1) teacher comments upon the dress, grooming of child,
"What a pretty dress you're wearing!"
 - (2) teacher acceptance of individual feelings, preferences, attitudes.
 - (3) teacher approval through remarks "that's nice", smiles, or physical affection.
- b. Neutral: Neither acceptance nor rejection of children's action, comments, expressions. No response, or neutral comment, as "Is that so?"
- c. Negative: teacher rejection of individual expressions, preferences, attitudes without identifiable instructional act: distinguished from (5c) by lack of immediate social behavioral referent.

ex. (1) child: "I don't like my mommy today."

Teacher: "That's not nice. All children love their mommies."

(2) Child looks tearful.

Teacher: "Don't be a crybaby."

5. Controlling Behavior

- a. Positive: teacher guidance of child in a destructive social relationship that aids in development of self-control, or provides alternative patterns of problem resolution: guidance projects the quality of an emotionally supportive relationship as against a rejecting, punitive relationship, includes physical controls, verbal guidance and limit setting behavior directed toward helping child function more adequately within the group structure.
- b. Neutral: No action toward behavioral control.
 - ex. (1) teacher sees 2 children fighting. Does nothing.
 - (2) children screaming and yelling at each other; no teacher action.

- c. Negative: teacher attempts control of child behavior through threatening, punitive and rejecting responses: frequently judgmental.

ex. (1) Teacher: "Johnny, stop that! you're a naughty boy!"

(2) Teacher: "Johnny, get away. You're just a nuisance."

(3) Teacher: "Why aren't you a good boy, like Johnny?"

6. Arrangements: teacher direction of routines; eating, toileting, dressing, clean-up with no identifiable instructional move.

III. Non-instructional Moves

7. Teacher activity: conversation with other adults; fixing materials for children, recording behavior; non-interactive with children.

8. Passive behavior:

a. observing: watching children

b. uninvolved: personal grooming, reading, looking out window.

Note:

Developed as part of a curriculum research program under the direction of Professor Kenneth Wann and Professor Helen Robison at Teachers College, Columbia, University.



TEACHER PROFILE

Program context: (i.e. free play, routines, group activity)	1 Min.	1 Min.	1 Min.	1 Min.	1 Min.	1 Min.
I. INSTRUCTIONAL MOVES						
1. <u>Demonstration</u> :						
a. Model to copy _____						
b. Model for child's elaboration _____						
c. Illustrative _____						
2. <u>Collaboration</u> :						
a. Teacher directed and controlled _____						
b. Teacher assisted and encouraged _____						
3. <u>Verbal</u> :						
a. Reading _____						
b. Introductory _____						
c. Non-transactional _____						
d. Transactional _____						
II. BEHAVIORAL MOVES						
4. <u>Dealing with Feelings</u> :						
a. Positive _____						
b. Neutral _____						
c. Negative _____						
5. <u>Controlling Behavior</u>						
a. Positive _____						
b. Neutral _____						
c. Negative _____						
6. Arrangements (Children, materials, transition) _____						
III. NON-INSTRUCTIONAL MOVES						
7. <u>Teacher Activity</u>						
8. <u>Passive behavior</u> :						
a. Observing _____						
b. Uninvolved _____						



CENTER FOR URBAN EDUCATION
33 West 42 Street, New York

Division of Educational Practices
Title I Evaluations

Pre-School Child Development Centers (HEADSTART)

CHILDREN IN THE CLASSROOM

EVALUATOR _____

Date _____

School _____

Class (Name of Teacher _____

A.M. _____ P.M. _____

Age Group _____

Duration of Observation _____

Note: This is an open-ended reaction page which should include generally such items as the flexibility in scheduling; ease of movement in the classroom; relationship to materials and other children; level of tension and relaxation noted; etc. Substantiate your reactions with illustrations of objective behavior observed. This form is still experimental and you have the option to use your judgment.

REMEMBER, this sheet should be restricted to children's behavior.
We take a good look at the teaching behavior via the other instrument.



CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y. 10036

Division of Educational Practices
Title I Evaluations

General Summary: Teacher Behavior

HarshKindly

1 2 3 4 5

Highly stimulatingDull

1 2 3 4 5

Highly verbal Minimal

1 2 3 4 5

Supportive.....Rejecting

1 2 3 4 5

Date _____ School _____

Teacher _____

Observer _____

EVALUATOR'S COMMENTS

3101-10-9

July, 1966

SUMMER INSTITUTE FOR TEACHERS OF THE DISADVANTAGED CHILD

TAI INVENTORY

Each of the statements listed below expresses an attitude or concept concerning the disadvantaged child. Kindly indicate the extent of your agreement or disagreement with each by circling one of the four numbers to the right of each statement, as follows:

If you agree strongly, circle +2
If you agree somewhat, circle +1
If you disagree somewhat, circle -1
If you disagree strongly, circle -2

Please work quickly, since first impressions are usually the best. In order to minimize "expected" replies we are requesting that you do not sign your name to this questionnaire.

					IBM Col. <u>No.</u>	
✓1.	Even the most creative teacher of disadvantaged children can expect to attain only very limited gains with them.	-2	-1	+1	+2	11
✓2.	Since the disadvantaged child's verbal ability is so poor the teacher should take every opportunity to correct his speech errors.	-2	-1	+1	+2	12
3.	The disadvantaged child is not a good subject for "inductive" teaching.	-2	-1	+1	+2	13
✓4.	Few teachers prefer to work with disadvantaged children.	-2	-1	+1	+2	14
✓5.	The curriculum for disadvantaged children should consist of self-contained activities which are minimally related to what has gone before or what is to come.	-2	-1	+1	+2	15
✓6.	The teacher of the disadvantaged child should avoid references to the child's home and community in her lessons because these are likely to be painful and unpleasant subjects for the pupil.	-2	-1	+1	+2	16
7.	Most teachers are fearful about teaching in disadvantaged neighborhoods.	-2	-1	+1	+2	17
8.	Since the disadvantaged child learns best through constant repetition of the same material, the "spiral" approach is not applicable to him.	-2	-1	+1	+2	18
✓9.	Because of his overly-concrete mode of thinking, the disadvantaged child is rarely capable of handling abstract concepts.	-2	-1	+1	+2	19

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|------|--|-------------|----|
| ✓10. | The disadvantaged child's frequent outbursts of hostility are really hard to take. | -2 -1 +1 +2 | 20 |
| ✓11. | In reaching the disadvantaged child, the teacher's personal contribution is more important than having the proper curricula materials. | -2 -1 +1 +2 | 21 |
| ✓12. | One of the hardest things to get used to about teaching disadvantaged children is that most of them come to school quite unclean. | -2 -1 +1 +2 | 22 |
| 13. | The disadvantaged child's capacity for learning is pretty well set by the time he reaches school age. | -2 -1 +1 +2 | 23 |
| ✓14. | Most school administrators would probably not be very enthusiastic about a teacher's attempts to use new methods with disadvantaged children. | -2 -1 +1 +2 | 24 |
| ✓15. | The new curriculum approaches developed for gifted children have little relevance for teaching the disadvantaged child. | -2 -1 +1 +2 | 25 |
| ✓16. | The disadvantaged child has a greater need than others <u>for a structured classroom routine.</u>
<i>note - for a structured classroom routine. I II III IV</i>
<i>ed in 4th - 5th. Loadings: 04 -01 .25 .19</i> | -2 -1 +1 +2 | 26 |
| 17. | The search for new curricula for the disadvantaged child is too recent to have provided approaches of concrete value to the teacher. | -2 -1 +1 +2 | 27 |
| ✓18. | A teacher of disadvantaged children should focus on reading and give only residual attention to other curriculum areas. | -2 -1 +1 +2 | 28 |
| 19. | The disadvantaged child's ability to observe is not as impaired as his verbal ability. | -2 -1 +1 +2 | 29 |
| ✓20. | Because the disadvantaged child is unused to intellectual stimulation, he should be exposed to it in very small doses. | -2 -1 +1 +2 | 30 |
| ✓21. | One of the frustrations in working with disadvantaged children is that they do not really appreciate your efforts. | -2 -1 +1 +2 | 31 |
| 22. | The disadvantaged child has a greater need to experience success in school than the middle class child. | -2 -1 +1 +2 | 32 |
| 23. | Most disadvantaged children do not have the "stick-to-it-tiveness" to use programmed self-instructional devices. | -2 -1 +1 +2 | 33 |
| 24. | It is unrealistic for the teacher of the disadvantaged child to set her sights high. | -2 -1 +1 +2 | 34 |
| ✓25. | Teaching disadvantaged children can be as satisfying an experience as teaching advantaged children. | -2 -1 +1 +2 | 35 |
| ✓26. | The disadvantaged child should not be made to feel that middle class values are more acceptable to the teacher | -2 -1 +1 +2 | 36 |

✓27.	It's discouraging to try new teaching approaches with the disadvantaged when the children do not even pay attention to what the teacher is saying.	-2 -1 +1 +2	37
28.	Having been raised in a ghetto the disadvantaged child is not aware that his culture is different from that of society-at-large.	-2 -1 +1 +2	38
✓29.	The disadvantaged child requires a consistent environment; therefore team teaching is not a suitable approach for him.	-2 -1 +1 +2	39
30.	Teaching the disadvantaged child is truly a matter of all work and no play.	-2 -1 +1 +2	40
✓31.	The teacher of disadvantaged children should stick to recommended techniques and avoid experimentation.	-2 -1 +1 +2	41
32.	The disadvantaged child is usually aware of everything being said by the teacher even though he may not appear to be actively listening.	-2 -1 +1 +2	42
33.	Because the disadvantaged child displays a delayed learning "readiness" more complex concepts should not be introduced until the later grades.	-2 -1 +1 +2	43
34.	A teacher at a disadvantaged school runs substantial risk of being physically harmed.	-2 -1 +1 +2	44
35.	A disadvantaged child's use of "hip" expressions should be corrected immediately.	-2 -1 +1 +2	45
36.	Role-playing is not suitable for the disadvantaged child because of his difficulty in expressing himself.	-2 -1 +1 +2	46
✓37.	As long as the parents of disadvantaged children remain apathetic and irresponsible, the teachers can expect to accomplish very little with these children.	-2 -1 +1 +2	47
38.	Audio-visual aids, if improperly used, might reinforce the passivity of the disadvantaged child.	-2 -1 +1 +2	48
39.	A teacher cannot be expected to mitigate intellectual damage suffered by a disadvantaged child by the time he reaches school age.	-2 -1 +1 +2	49
✓40.	A disadvantaged child should be helped from the beginning to understand that his language is not the language he is expected to use in school.	-2 -1 +1 +2	50
41.	Especially with disadvantaged children, the teacher should check to see if every homework and classroom assignment has been completed.	-2 -1 +1 +2	51
42.	In the battle to overcome his difficult environment, the disadvantaged child has not developed a sense of fair play.	-2 -1 +1 +2	52
43.	Teachers in disadvantaged areas should be given a substantial salary increment in recognition of the difficult job they have.	-2 -1 +1 +2	53
44.	The disadvantaged child's curriculum should emphasize only the most essential skills and knowledge he will need to get along.	-2 -1 +1 +2	54
✓45.	If a teacher succeeds in motivating only one out of five in a class of disadvantaged children, she is doing well.	-2 -1 +1 +2	55

CLASSIFICATION DATA

Center at which Institute is being held _____ 56

Institute course being completed in current session:

English	_____	57-1
History & Social Studies	_____	-2
Urban Studies	_____	-3
Math & Science	_____	-4

Total number of sessions you are registered for this summer: _____ 58

Present school assignment:

(check one)

Public school _____ 59-1

Non-Public school _____ -2

Grade level taught _____ 60

Total years of teaching experience _____ 61

Total years of teaching disadvantaged children _____ 62

Today's date _____ 63

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